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ABSTRACT

This report describes the District of Columbia Public Schools education plan for the school years 1988-92. It includes information on the planning process and the goals and constraints which determined the final shape of the plan. The report also contains the following: (1) a description of employment trends which will influence the skills children must learn; (2) results of the needs assessment survey which provided the school system with information necessary to prepare the plan and which gave a special insight to the areas of greatest need in the school system; (3) five-year plans and goals for the office of the superintendent, office of the deputy superintendent, office of instruction, and office of management services; (4) description of 11 special emphasis programs for instructional, staff, and management improvement; (5) an overview description of the plan components, monitoring system, and end-of-year reports; and (6) an appendix describing the status of achievement of the superintendent's objectives for the school years 1983-87. Numerous data tables are included throughout the document. (PS)

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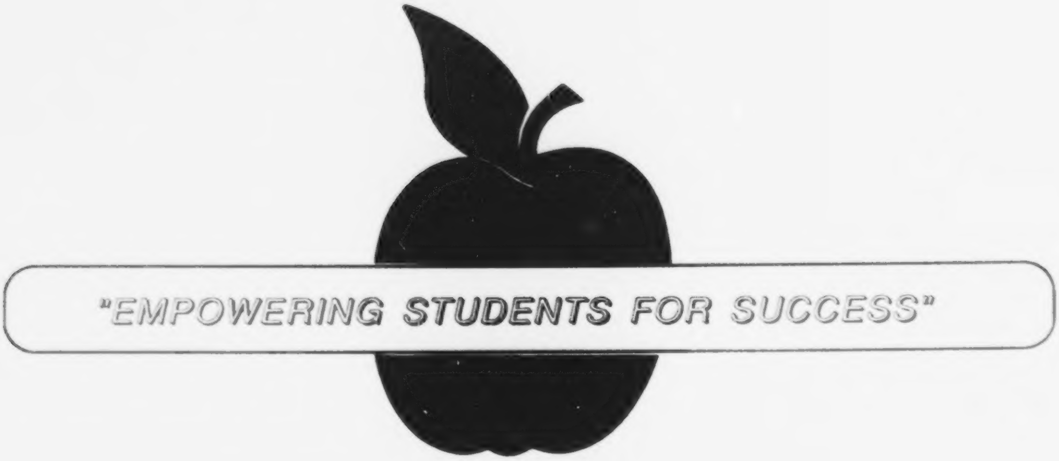
District of Columbia Public Schools

MULTI-YEAR COMPREHENSIVE EDUCATION PLAN
SY 1988-92



"EMPOWERING **STUDENTS** FOR SUCCESS"

August 1987

Washington, D. C.

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MISSION

To promote excellence by providing a viable and comprehensive instructional program (pre-kindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.

7

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INTRODUCTION

THEME, SY 1987-88

"EMPOWERING STUDENTS FOR SUCCESS"

THE SUPERINTENDENT'S MESSAGE

The Board of Education and representatives of the Administration, during the Fifth Annual Winter Planning Retreat at the Homestead in Hot Springs, Virginia on January 30 - February 1, 1986, laid the foundation for the Multi-Year Comprehensive Education Plan, SY 1988-92, by clearly delineating the priority (goal) areas. The twenty-nine areas are in the categories of: Instruction/Curriculum, Personal and Social Issues, Educational Services and Co-Curricular Activities, and Management.

The very fact that twenty-three of the twenty-nine priority (goal) areas are directly related to educational programs and services for students clearly indicates that we are about the business of:

"Empowering Students for Success"

The development of the Multi-Year Comprehensive Education Plan, SY 1988-92, has involved students, parents, teachers, administrators, supervisors, Board of Education members and other citizens in expressing their views very frankly during a needs assessment process about where we are now (what is...) and where we should be. The discrepancies between the two pinpoint our needs in the various priority (goal) areas. The office education plans included in this document are designed to address the Board of Education's concerns and expectations as expressed at the Fifth and Sixth Winter Planning Retreats (1986 and 1987), and the system's needs as identified through the needs assessment process.

The "Initiative" section of the Multi-Year Plan gives an overview of the school system's focus in the areas of Writing, Mathematics and Science, Art, Computer Technology, Early Childhood Education, Human Resource Development and Employability. The development and implementation of these activities in concert with the office education plans will move this system forward into the 1990's.

During the multi-year planning period many significant changes will occur including the retirement of many of our current teachers, supervisors and administrators, the refocusing of personal and social values, the advancement of technology in its application to educational issues, the selection of a new Supreme Court Justice, and the election of a new President of the United States of America. All of these changes will have a significant impact on our students. Let us make sure that now and in the 1990's our students are empowered for success.

Best wishes.

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

Floretta Dukes McKenzie

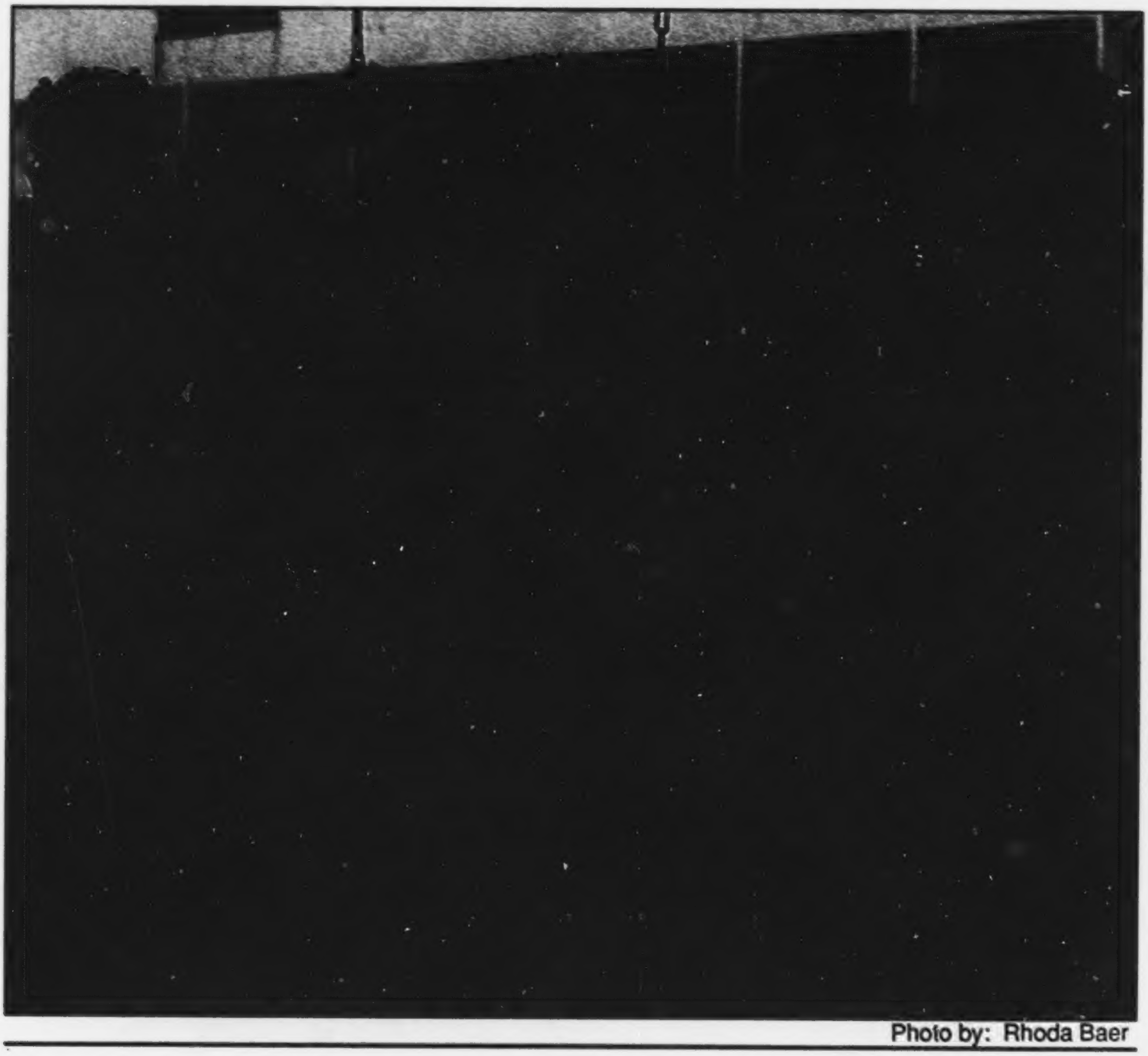

Photo by: Rhoda Baer

Superintendent of Schools
Chief State School Officer

The Washington Post

C6 SUNDAY, JULY 19, 1987

Supporting 'Project Success'

TO OBTAIN private-sector jobs this year for the Summer Youth Employment Program, more than 20,000 pledge cards were mailed to businesses here. About 6,500 of them—including the city's biggest private employers—were asked to hire one worker for seven weeks. The businesses were also asked to report on the number they had hired on their own. Only 1,003 private-sector summer jobs were pledged, and 145 of those openings were canceled.

Given the fact that the District government spends more than $500 million right here in town, that was a pretty paltry response. But the city's business community has another chance at an important partnership. Mayor Marion Barry calls it "Project Success." It promises a job or job training for graduating high school seniors who have at least a "C" average and won't be in college or the military. It is run through the city's Department of Employment Services and through its public and parochial schools. It has the support of the Board of Trade and the Federal City Council. Employment Services Director F. Alexis H. Roberson says that 1,900 graduating seniors are in the program and holding down temporary jobs through the Summer Jobs program. In the next phase, they will receive job training.

In a nation in which one out of every three minority students quits school, programs such as this one offer an important incentive to persuade poor young people to earn a diploma. In Boston, for example, a similar program raised high school attendance from 77 to 85 percent. Society manages to avoid a bit of the high social costs of dropping out—estimated in billions of dollars in lost tax revenues, welfare, unemployment and crime costs. Local employers also benefit from a trained pool of local talent. That's why Giant Food, the Marriott Corp. and the federal Office of Personnel Management will offer job training through "Project Success" to fill their own staff shortages. City officials will also track the youths through the first nine months of employment.

Obviously, there will still be high school dropouts. Some won't be disciplined enough to land jobs or keep them. But others will be earning a paycheck instead of hanging out on the streets. That alone is a compelling reason to participate in "Project Success."

The Washington Post

Wednesday, June 10, 1987 A17

James J. Kilpatrick

A Few Good Schools

Outside of their immediate localities, has anyone ever heard much about Dennis Sidebottom, Louise Smith, J. Joseph Whelan, Camerino Lopez or Princess Whitfield? Probably not.

Each of them was recognized in a heartening report from the U.S. Department of Education on the teaching of "disadvantaged" children. Ordinarily in this capital of euphemisms, "disadvantaged" is taken to mean "black" or "Hispanic." In this report the adjective is used precisely. The report addresses the needs of children who are in fact culturally disadvantaged: they are poor.

The thrust of the report is altogether positive. Secretary of Education William Bennett is convinced that children from the slums, ghettos and barrios can learn—provided they are given opportunities and encouragement. Teaching such children may be demanding. But impossible? No.

Bennett introduces us to Dennis Sidebottom. In 1981 he became principal of tiny Carrizozo High School in Carrizozo, N.M., an isolated ranching community in an area of chronic high unemployment. He inherited an apathetic faculty and an uninterested student body. The school was characterized by absenteeism and vandalism. Sidebottom set out to make the school respected, and he succeeded. Today 97 percent of the students win their diplomas; 40 percent go on to college.

Louise Smith became principal of Charles Rice Elementary School in Dallas three years ago. Of the school's 850 students, 99 percent are black and nearly all come from low-income families. She decided to concentrate on skills in reading and math. Teachers tutor daily after school; children are encouraged to stay for a homework center where they get individual help. Today 73 percent of the sixth-graders are at or above grade level in reading, 87 percent are at or above grade level in math.

Chambers Elementary School in East Cleveland, Ohio, has 726 students. All of them are black; three-quarters live in poverty, and two-thirds are from single-parent families. For the past 18 years J. Joseph Whelan has been working devotedly with this unlikely material. He demands discipline. Without apology he promotes old-fashioned patriotism. At the front door is the school's motto: "To Achieve Excellence, Think Excellence." In a dozen ways Whelan recognizes and rewards good work.

Camerino Lopez has been principal of Garfield Elementary School in Phoenix, Ariz., for the past five years. Ninety-nine percent of her 800 students come from low-income households. More than half are Hispanic. This means a bilingual kindergarten, followed by intensive instruction in English from the second through the sixth grades. Parents and local businesses contribute time and money. The school's attendance rate of 96 percent is the highest in the district.

Here in Washington, Hine Junior High School used to be known as "Horrible Hine." Bennett's report accurately describes the situation in 1982: "Enrollment had plummeted from 1,000 students to 296. Drugs were openly used, vandalism was rampant, and academic achievement poor." Instead of closing the school, as a community task force had recommended, the board of education named Princess Whitfield as principal and gave her the assignment of turning the place around.

"Her plan for action included strict discipline and security policies, active parental and community involvement, and the introduction of a rich curriculum that would hold the attention of all students."

Today Hine's enrollment has passed the 700 mark; its curriculum includes Latin and "Great Books." Vandalism and drug use "have virtually ceased." School spirit has soared, and it is "Horrible Hine" no longer.

The moral to all these stories is not only that top-notch principals can make top-notch schools. What is required to turn poor schools into good schools is parental and community support and a determination that the job will be done. Bennett's report provides a hundred specific suggestions toward that end. Upward of 12.5 million poor children are out there, and half of them are scoring in the bottom quarter on achievement tests. They need all the help they can get.

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The Washington Post

A22 Saturday, May 30, 1987

A School's Consistent Excellence

IN 1971, a House District subcommittee chairman cited the District's Jefferson Junior High School as an example of poor discipline and academic performance in the city's schools. Jefferson's prime real estate location, near the Southwest waterfront at Eighth and H streets, added pressures on the underenrolled school: the pressure was to have it leveled for redevelopment. No one has discussed land deals recently. Parents from neighborhoods throughout the city now have their children on a waiting list to get into Jefferson. The explanation is simple: for the past several years, the school has distinguished itself as one of the city's best.

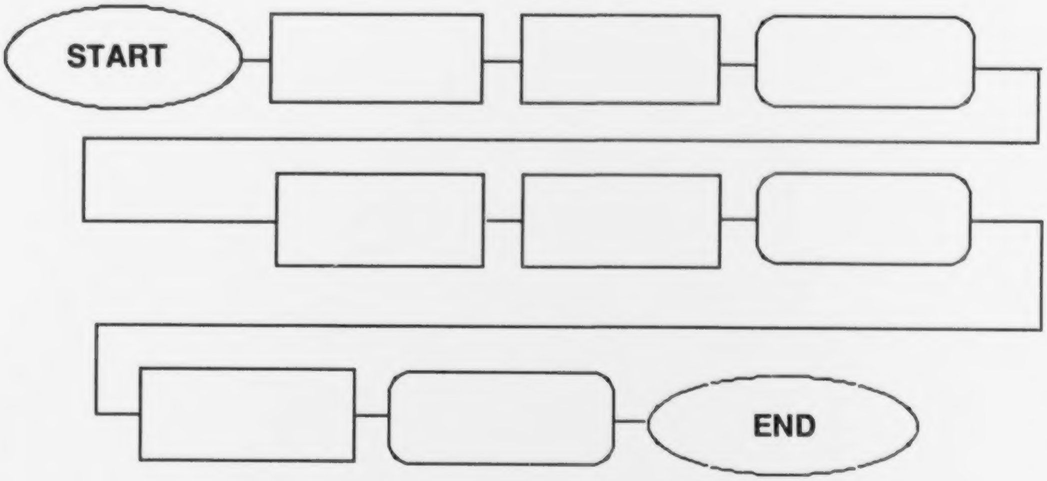
In 1983, Jefferson was one of 151 public secondary schools in 37 states that were cited as outstanding schools by the U.S. Education Department. On Wednesday, it earned that distinction again. Jefferson was one of the first secondary schools in the city to have standardized test scores above the national average. It has done so consistently, with ninth graders averaging at the 10th- or 11th-grade level in reading, math, language and science. It's easy to see why.

Every afternoon, principal Vera White stands at the exit doors, refusing to let students leave without their school books. Every student must be assigned homework in every academic subject every night, including weekends and holidays. There are even assignments during the summer months. Several extra lessons have been taught through the years. Students, for example, have been given new vocabulary words over the public address system each week, with a test on the words each Friday. Every teacher must also have a "reading center" in the classroom with books and magazines for a mandatory 20-minute reading period for students every day. Students are also required to perform some kind of community service, and this has ranged from tutoring younger students to organizing block clean-up campaigns.

In the past, when an effective school has been cited, one question has invariably arisen: Can it be duplicated? All too often some intangible quality is lacking, and the answer turns out to be No. But as long as schools set such demanding standards and succeed, others will be impelled to match or surpass them, and that is one way a school system improves.

PLANNING PROCESS

FLOW CHART



(SEE FOLDOUT)

The Multi-Year Planning Process

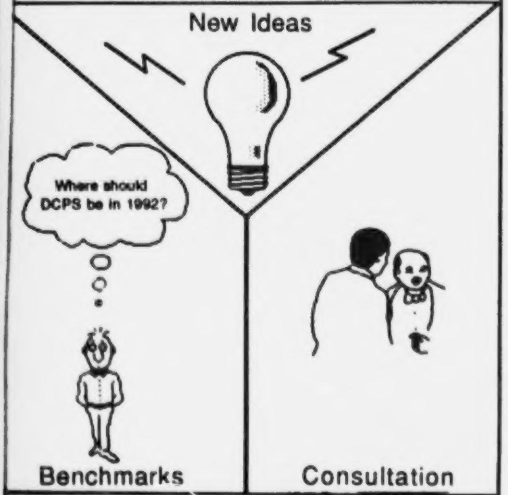
DISTRICT OF COLUMBIA PUBLIC SCHOOLS

COMPETENCY SKILL KNOWLEDGE

1804

(A CHRONOLOGY OF PLANNING EVENTS)

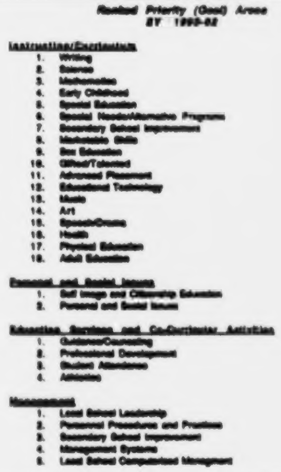
#1 "New" Ideas Generated



The Administration in consultation with the Board of Education generates new ideas for the SY 1988-92 planning period; the Administration proposes a list of priority areas to be addressed over the multi-year planning period and develops "working papers" containing definition, current status, benchmarks, concerns and resources needed for each priority area.

December 1986

#2 Priority (Goal) Areas Adopted



Members of the Board of Education respond to a questionnaire designed to solicit expectations and timetables for each of the priority (goal) areas; members of the Board of Education and Administration assign individual rankings to the priority (goal) areas. At the Board of Education's 1986 Winter Planning Retreat, members of the Board and the Administration agree on priority ranking of the priority areas.

January 1986

#3 Referral/Actions Sent

Board of Education
Winter Planning Retreat

REFERRAL/ACTION SHEETS

March 1986

The Board of Education sends "referral/action" items to the Administration for appropriate action based on outcomes of the 1986 Winter Planning Retreat. The Administration addresses actions requiring immediate attention in the Comprehensive Education Plan, SY 1986-87.

March 1986 and August 1986

#4 Actions Reviewed

Accomplishments

Writing

- Delineated five-year goals and designed assessment instrument
- Completed revised drafts of curriculum guide K-12 and reformatted documents to reflect the new writing focus
- Initiated hiring and training of Composition Aides/Theme Readers to work with English teachers at the secondary level
- Expanded the Writing-to-Read program to 16 additional schools

Science

- Delineated five-year goals and designed assessment instrument

The Board of Education and the Administration review the actions taken in response to the referral/action items generated as a result of the 1986 Winter Planning Retreat; the 1987 Winter Planning Retreat addresses Board Members' special concerns in seven (7) management areas: Human Resource Management, Personnel Certification, Logistical Support, Finance, Management Planning, Safety and Security, and Information Resource Management.

January 1987

#5 Goal Statements Developed

Writing

Goal #1: To develop the writing skills of elementary students such that 6th grade students can write two unified paragraphs.

Goal #2: To develop the writing skills of junior high school students such that 9th grade students can construct a three to five paragraph theme, and a three to five page report with a bibliography.

Goal #3: To develop the writing skills of senior high school students such that 12th grade students can write a properly documented research paper of approximately 2500 words, using the recommended manuscript form.

Goal #4: To establish a system-wide emphasis on improving the writing performance of students, characterized by a gain in student writing skills at every grade level; administrative support, and involvement of teachers.

Goal #5: To foster a positive attitude toward writing among students, teachers, and administrators.

Science

Goal #1: To enable all elementary school students to demonstrate the scientific skills of observing, measuring, using space/time relationships, inferring/predicting, classifying and communicating their findings in the life and physical sciences.

The Division of Program Development and Planning, in cooperation with the Office of the Superintendent, Office of the Deputy Superintendent, Office of Instruction and Office of Management Services develop goal statements for each of the twenty-nine priority areas utilizing the referral/action sheets from the 1986 and 1987 Winter Planning Retreats.

February 1987

#6 Needs Assessment Designed

Needs Assessment

The Division of Program Development and Planning, in cooperation with the Division of Quality Assurance and Management Planning, designs a needs assessment process; Division of Program Development and Planning designs a needs assessment instrument which encompasses the twenty-nine priority (goal) areas.

March 1987

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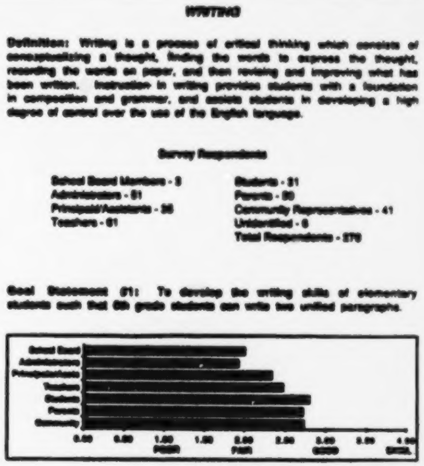
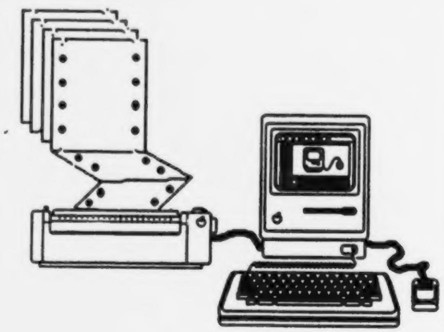
#9 Data Processed Into Charts, Etc.



The Division of Program Development and Planning analyzes the raw data and processes it into charts, tables and written comments.

May 1987

#8 "Raw" Data Generated



The Computer Literacy Training Laboratory staff optically scans the needs assessment forms and compiles the raw data.

April 1987

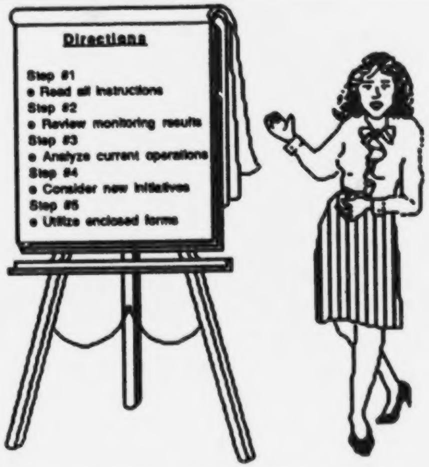
#7 Needs Assessment Administered

- Parents
- Administrators
- Community
- Teachers
- School Board Members
- Others

The Division of Program Development and Planning directs the administration of the needs assessment instrument to a broad-based group including parents, community representatives, students, Board members, administrators, teachers and others.

March 1987

#12 Major Offices Briefed


Directions
Step #1
• Read all instructions
Step #2
• Review monitoring results
Step #3
• Analyze current operations
Step #4
• Consider new initiatives
Step #5
• Utilize enclosed forms

The Division of Program Development and Planning briefs appropriate office personnel on SY 1988-92 Plan, format, timetable, instructions and provides technical assistance as required.

June 1987

#11 "Total Program" Reviewed

Office-Level Planning

"Carry Over" Activities From SY 1983-87

+

"Current" Operations

+

"New" Initiatives

=

SY 1988-92 Office Plan

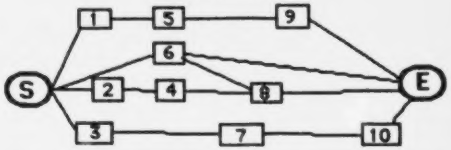
The Superintendent directs major offices to review their total program and develop a plan for the multi-year period which delineates by functional area any objectives from the SY 1983-87 Plan which carry over into the new multi-year planning period, and new objectives which will encompass current operations and which will enable the undertaking of new initiatives focused on the twenty-nine priority (goal) areas.

June 1987

#10 Planning Package Disseminated

Planning Process
and Materials

Flowchart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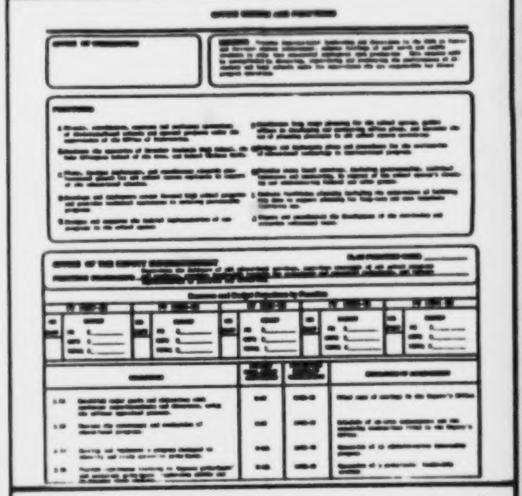
Materials

Instructions
Volume 1
Trends
Forms

The Division of Program Development and Planning designs, and the Superintendent disseminates to the Office of the Superintendent, Office of the Deputy Superintendent, Office of Instruction, and Office of Management Services, a planning package consisting of needs assessment results, referrals from the 1986 and 1987 Winter Planning Retreats, instructions and forms required for recording status of achievement of the Superintendent's 1983-87 General Objectives, Board priority (goal) area responsibility chart, and office mission and functions forms.

May 1987

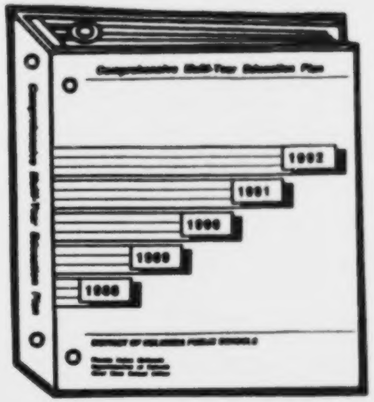
#13 Plan and Budget Linked



The Division of Program Development and Planning reviews and edits the office plans submitted from the Office of the Superintendent, Office of the Deputy Superintendent, Office of Instruction and Office of Management Services, the Division of Budget delineates the SY 1987-88 resources by functions; the major offices project resource needs by functions for SY 1988-92; the Division of Program Development and Planning finalizes the SY 1988-92 Multi-Year Plan and submits to the Superintendent for review and approval.

July 1987

#14 Multi-Year Plan Approved


Comprehensive Multi-Year Education Plan
1992
1991
1990
1989
1988

The Superintendent approves the Multi-Year Plan and disseminates the document to Board Members, administrators and supervisors, parents, community and major urban school districts.

August 1987

#15 Monitoring System Activated

The Monitoring Reporter
NEWS FLASH: ALL SY 1988-92 OBJECTIVES ARE "ON TARGET"
TRENDS
CHICAGO
SEATTLE
SAN FRANCISCO
HOUSTON

The Division of Program Development and Planning in cooperation with the Office of the Superintendent, Office of the Deputy Superintendent, Office of Instruction, and the Office of Management Services periodically monitors the implementation of the Multi-Year Plan and prepares the End-of-Year Report. The Division of Program Development and Planning coordinates the development of an annual update of the Multi-Year Plan.

September 1987 and Ongoing

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PHILOSOPHY

We believe that every child has an inherent right to an education which will enhance the development of maximum capability, regardless of sex, and ethnic, economic, social or religious background. We believe that every child has the ability to learn, and that we must build on this positive assumption. We believe that every child has an inalienable right to the tools which facilitate the achievement of personal goals and the fulfillment of obligations to society. Therefore, the District of Columbia Public School System pledges itself to meeting this challenge by providing a comprehensive educational program in an atmosphere that is open, concerned, and responsible to the needs of students and the community.

We believe that every individual has certain basic human needs, beyond educational needs, which must be addressed by the schools. We believe that the educational process must provide an environment in which all students are afforded the opportunity to obtain competencies which will help them survive as individuals and as members of society. We believe that the District of Columbia Public Schools must serve as a model for public institutions by providing the best possible educational programs, management systems, personnel, and leadership in attempting to reach its goals. To that end we are committed to the establishment of practices and programs which will insure the intellectual, physical emotional, and esthetic well-being of all students.

GOALS OF THE BOARD OF EDUCATION [1]

- The promotion of a standard of excellence in achievement and endeavor through the establishment of an educational program designed to promote the attainment of knowledge, competencies, and skills;
- The promotion of a standard of excellence in achievement and endeavor through an instructional staff which meets high standards of preparation and performance;
- The establishment and implementation of a system for the continuous assessment and evaluation of the needs and achievements of students, teachers, administrators, individual schools and programs, and the educational support and management systems and personnel of the Public Schools;
- The equitable distribution of available resources and services to all students;
- The attainment of full public support for the school system and its educational programs, including the provision of sufficient resources for the attainment of program goals and objectives;
- The promotion of greater public awareness of the goals, objectives, programs, services, policies, and operation of the Public Schools, including awareness of the results of continuous assessment and evaluation of the school system;
- The promotion of greater public involvement in the attainment of the goals and objectives of the Public Schools.

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[1] District of Columbia Municipal Regulations, Title V, Section 300.3, (Previously Section 700.00 of the Rules of the Board of Education.)

BOARD OF EDUCATION
RANKED PRIORITY (GOAL) AREAS
SY 1988-92

Instruction/Curriculum

1. Writing
2. Science
3. Mathematics
4. Early Childhood Programs
5. Special Education
6. Special Needs/Alternative Programs
7. Secondary Schools Improvement
8. Marketable Skills
9. Sex Education
10. Gifted/Talented
11. Advanced Placement
12. Educational Technology
13. Music
14. Art
15. Speech/Drama
16. Health
17. Physical Education
18. Adult Education

Personal and Social Issues

1. Self Image and Citizenship Education
2. Personal and Social Issues

Educational Services and Co-Curricular Activities

1. Guidance/Counseling
2. Professional Development
3. Student Attendance
4. Athletics

Management

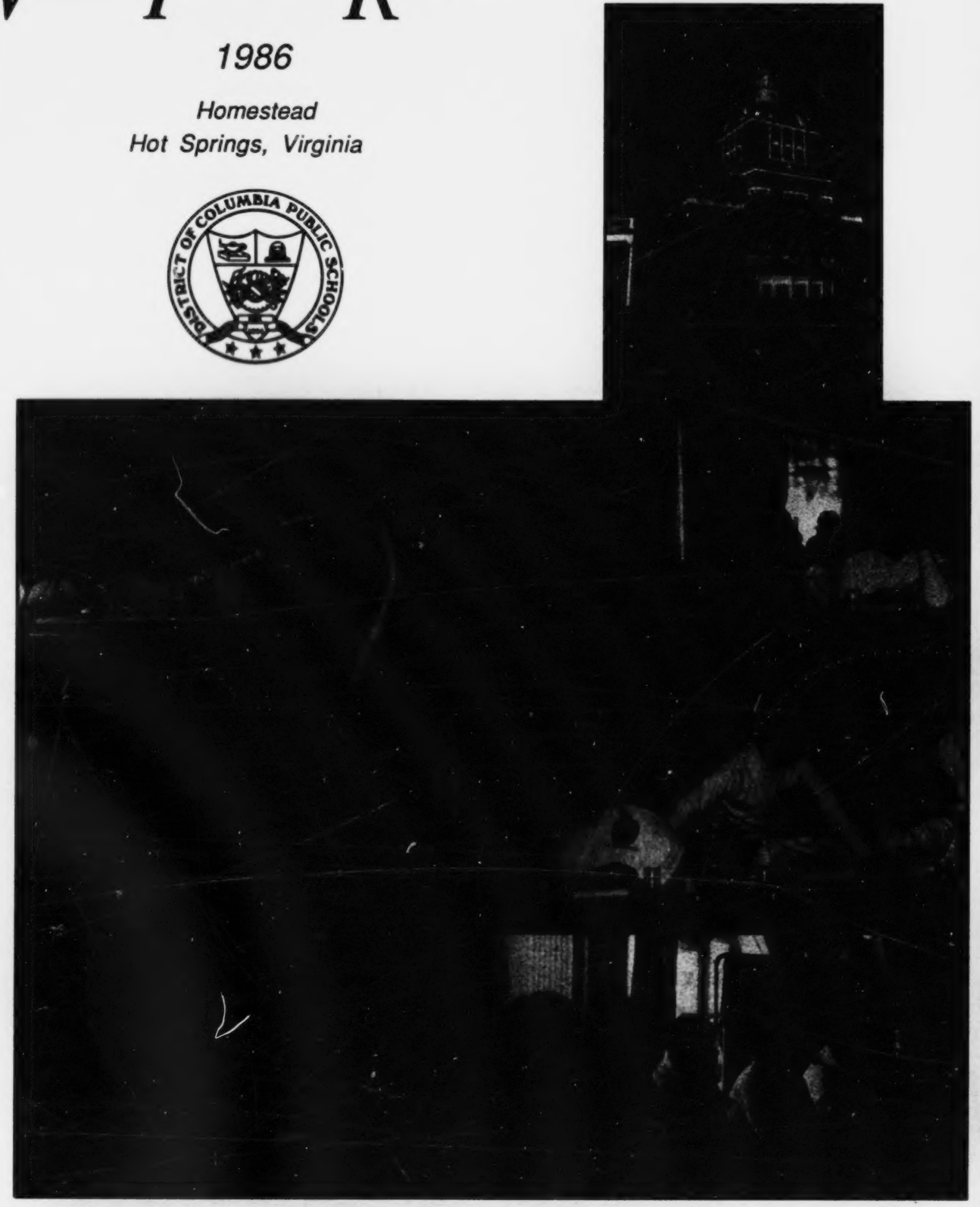
1. Local School Leadership
2. Personnel Procedures and Practices
3. Secondary School Improvement
4. Management Systems
5. Local School Computerized Management

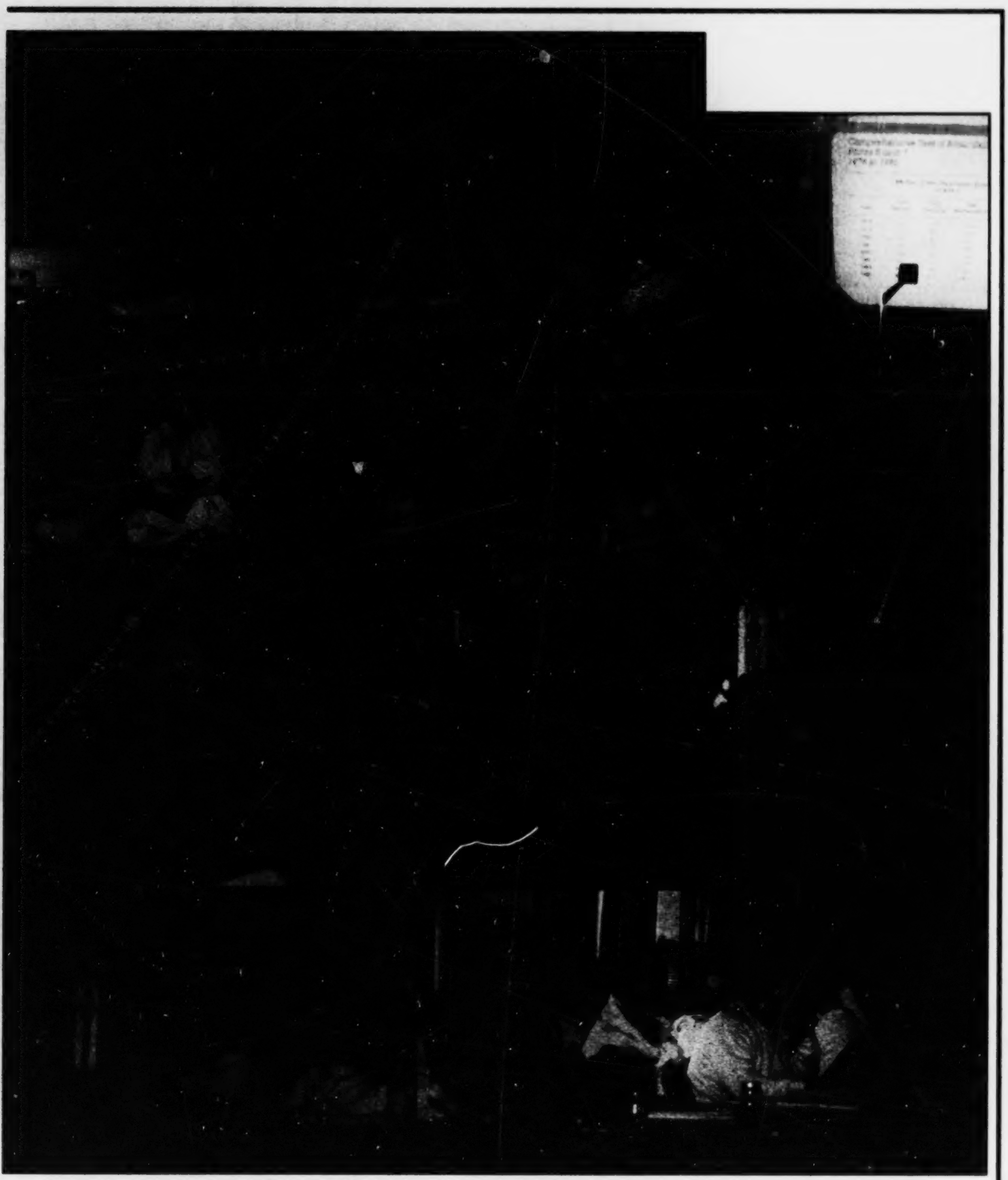
Winter Planning Retreat

1986

Homestead
Hot Springs, Virginia

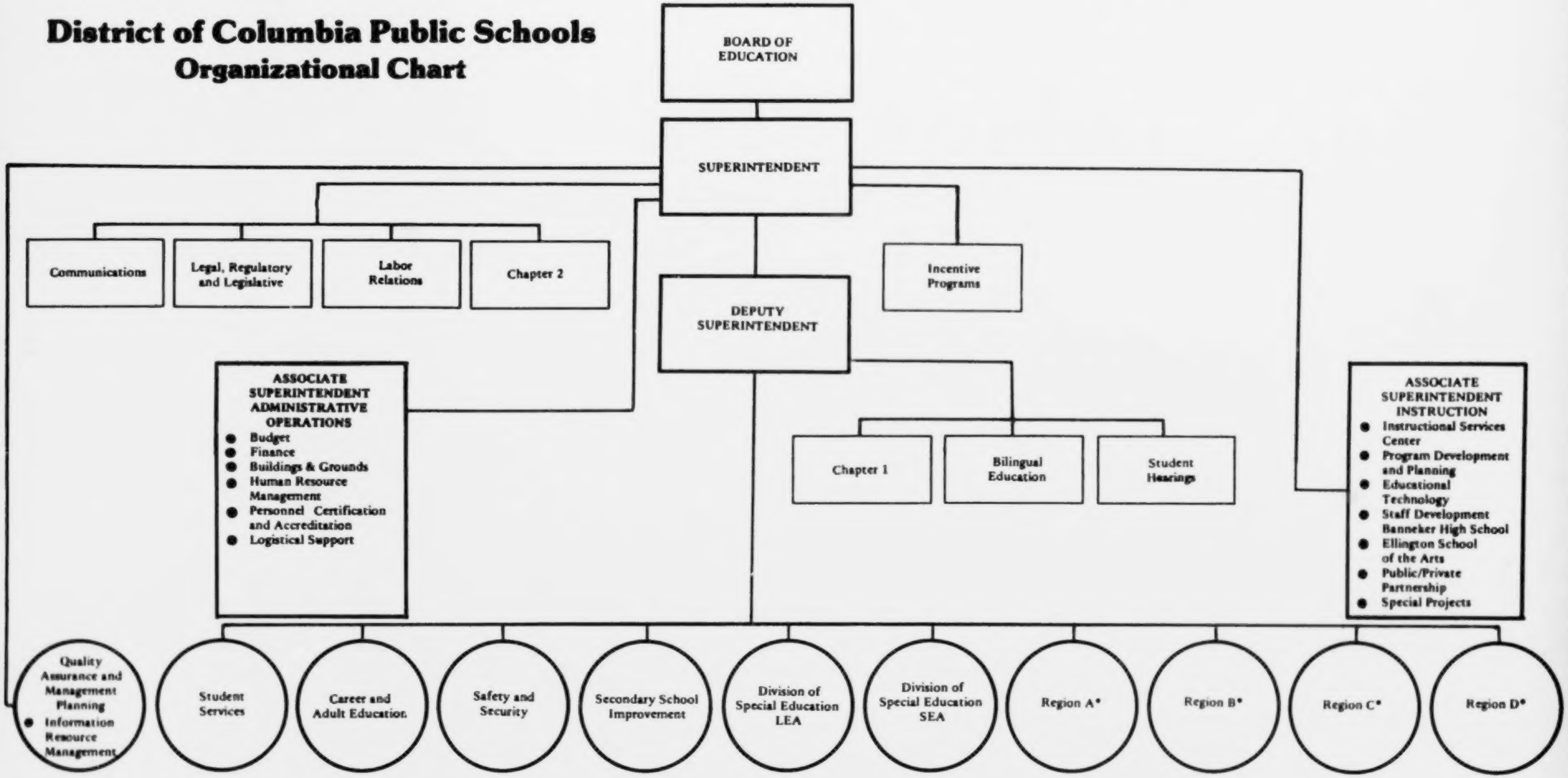
DISTRICT OF COLUMBIA PUBLIC SCHOOLS





Planning for the next 5 *years*

District of Columbia Public Schools
Organizational Chart


BOARD OF EDUCATION
SUPERINTENDENT
Communications
Legal, Regulatory and Legislative
Labor Relations
Chapter 2
Incentive Programs
DEPUTY SUPERINTENDENT
ASSOCIATE SUPERINTENDENT ADMINISTRATIVE OPERATIONS
● Budget
● Finance
● Buildings & Grounds
● Human Resource Management
● Personnel Certification and Accreditation
● Logistical Support
Chapter 1
Bilingual Education
Student Hearings
ASSOCIATE SUPERINTENDENT INSTRUCTION
● Instructional Services Center
● Program Development and Planning
● Educational Technology
● Staff Development Banneker High School
● Ellington School of the Arts
● Public/Private Partnership
● Special Projects
Quality Assurance and Management Planning
● Information Resource Management
Student Services
Career and Adult Education
Safety and Security
Secondary School Improvement
Division of Special Education LEA
Division of Special Education SEA
Region A*
Region B*
Region C*
Region D*

*Community Education is a regional component.

Approved ________________ 8/4/87
Superintendent of Schools Date

DESIRED LEARNING OUTCOMES

The following represent the instructional goals of the District of Columbia Public Schools. They center, in order of priority, on developing in students:

Instructional Goals

1. A command of fundamental communication skills...
2. A command of the skills that constitute mathematical, scientific, and technological literacy...
3. The ability to think critically, constructively and creatively...
4. A command of the skills that promote sound physical, mental and emotional health...
5. The attitudes and self-discipline necessary to meet everyday situations realistically...
6. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group...
7. The skills and attitudes necessary to planning one's future...
8. The ability to demonstrate marketable skills which may lead to economic independence...
9. The ability to relate knowledge and capabilities to individual needs and aspirations...
10. A command of the analytical skills which lead to sound consumer practices...
11. The ability to use leisure time wisely and constructively...
12. An understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships...
13. Knowledge of governmental processes and the implications of changing political times...
14. The knowledge, interpretation and appreciation of literature and the visual and performing arts...

Terminal Objectives

Students in Pre-K through 12, given materials and instruction appropriate to their developmental levels, will be able to:

1. Demonstrate a command of fundamental communication skills by...
    a. Responding to a variety of situations in a manner which indicates purposeful and attentive listening;
    b. Applying oral and written communication skills for effective self-expression;
    c. Applying skills in interpreting non-verbal communication;
    d. Utilizing appropriate reading skills necessary for comprehension;
    e. Deriving meanings from non-print media and utilizing these as a means of communication;
    f. Applying learned language skills in meeting personal and social needs in human relationships.
2. Demonstrate a command of the skills that constitute mathematical, scientific, and technical literacy by...
    a. Applying computation skills to everyday situations;
    b. Applying analytical skills in interpreting commonly encountered situations;
    c. Finding solutions to given problems by using a logical process which includes stating the problems, identifying the variables, collecting needed information, assigning values to alternate solutions, and arriving at a consciously made decision;
    d. Investigating given phenomena using an orderly process of observing, hypothesizing, identifying and controlling variables, collecting data, and drawing defensible conclusions;
    e. Measuring linear distance, volume, weight, mass, and temperature using metric and customary units;
    f. Applying knowledge of the basic concepts of science, mathematics, and technology to everyday life.
3. Demonstrate the ability to think critically, constructively, and creatively by...
    a. Collecting and interpreting information from various sources;
    b. Applying skills which are helpful for artistic and creative self-expression;

   c. Applying skills which are helpful in perceptive thinking and a logical progression toward independent decision making.

4. Demonstrate a command of the skills that promote sound physical, mental, and emotional health by...

   a. Establishing a lifelong program of physical fitness activities;

   b. Applying knowledge and skills related to mental emotional fitness to a personal everyday program for successful living;

   c. Being constantly aware of the physical, mental, and emotional factors which interact to control one's total well-being.

5. Demonstrate attitudes and self-discipline necessary to meet everyday situations realistically by...

   a. Recognizing and exercising responsibilities to self, family, school and community;

   b. Making reasonable choices from among feasible alternatives.

6. Demonstrate an understanding and appreciation of intergroup relationships and acceptance of responsibility within the group by...

   a. Participating in the processes of group relationships;

   b. Exhibiting a cooperative attitude toward living and working with others;

   c. Displaying respect for minority opinions and acceptance of majority decisions;

   d. Displaying appreciation and respect for the worth and dignity of individuals;

   e. Exhibiting an awareness of the interdependence of members of the group.

7. Demonstrate skills and attitudes necesary to planning one's future by...

   a. Articulating an awareness of the changing nature of society;

   b. Applying the skills necessary for functioning effectively in the future;

   c. Exhibiting competence in establishing goals and setting realistic priorities for everyday living.

8. Demonstrate marketable skills which may lead to economic independence by...

   a. Developing a system for continuous examination of personal goals and life styles to ascertain their contributions toward economic independence;

   b. Exhibiting an appreciation and respect for the dignity of work;

c. Acquiring marketable skills needed for economic independence;

d. Developing a system for continuous examination of alternative career choices.

9. Demonstrate the ability to relate knowledge and capabilities to individual needs and aspirations by...

a. Exhibiting positive and realistic self-concepts;

b. Exhibiting sensitivity to the importance of acquirng and developing individual capabilities to the fullest;

c. Exhibiting attitudes and skills that allow for the realization of lifelong aspirations.

10. Demonstrate a command of the analytical skills which lead to sound consumer practices by...

a. Acquiring an understanding of economic principles;

b. Developing competencies in the management of money on short and/or long term bases;

c. Applying skills necessary for collecting information, identifying choices, and making thoughtful purchasing decisions.

11. Demonstrate the ability to use leisure time wisely and constructively by...

a. Applying skills in reading for pleasure and recreation;

b. Acquiring the ability to participate in lifetime sports as a spectator, individual participant, and/or team member;

c. Creating channels for hobby and avocation activities;

d. Exhibiting creative and inventive abilities for leisure time activities;

e. Identifying resources available in the city and greater metropolitan area.

12. Demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships by...

a. Describing neighborhood, school, community and city history and customs;

b. Relating the roles and contributions of ethnic and minority groups to our nation's growth and progress;

c. Describing the impact of geographic, political, social, cultural factors and historical events that have shaped the lives of people;

d. Recognizing the interdependence of races, creeds, nations and cultures;

e. Exhibiting an appreciation for one's own heritage.

13. Demonstrate knowledge of governmental processes and the implications of changing political times by...

    a. Interpreting the purposes, principles, structure, and changing relationships among the components of government;

    b. Identifying and analyzing the sources of power and their influence upon the operation of government;

    c. Utilizing knowledge about governmental functions and services for the well-being of the individual;

    d. Assuming the duties, responsibilities and rights of citizens.

14. Demonstrate knowledge, interpretation and appreciation of literature and the visual and performing arts by...

    a. Identifying and describing the contributions of various ethnic groups to the art and literature of our country;

    b. Acquiring a world view of the human condition through examination of representative contributors to the areas of art, literature, and music.

ANALYSIS OF TEST RESULTS
PRELIMINARY REPORT,
MAY 1987

Analysis of Form U Results

Since 1974, the District of Columbia Public School System has administered the Comprehensive Tests of Basic Skills (CTBS), Forms S and T, to measure students' academic performance in core curriculum areas. In May 1987, the first systemwide administration of a newer version of the CTBS, Form U, was introduced to students in grades 3, 6, 8, 9, and 11. Form U differs from the earlier test in several ways -- organization, format, and instructional emphasis. However, another important difference in the test occurs in the norms, those statistics which allow comparative interpretation of the scores from the test. Because national levels of achievement in the basic skills have increased in recent years, students were tested with a higher 'norm' or standard than was true of the previous edition, i.e., the 1987 CTBS.

Two types of scores are presented which permit comparison of local students to a national comparison group. The percentile is a score which indicates the relative standing of DCPS students in comparison to students nationally on a scale which ranges from 1 to 99. The 50th percentile represents the national average for all grades and skill areas. Grade equivalent scores, used less often by school districts for reporting, describes performance in terms of grade level and instructional month of the school year. Written as a decimal, the national norm expressed as a grade equivalent is written with the whole number representing the grade tested and the decimal representing the month of the school year, e.g., the national norm for grade three is expressed as 3.8.

The 1987 results from the Comprehensive Tests of Basic Skills (CTBS), Form U, indicate that overall the Total Battery scores for elementary students, grades 3 and 6, are at or near the national norm; junior high school students, grades 8 and 9, are approximately one year below the national norm; and, eleventh graders are two years below the national norm. Among the basic skills areas -- reading, mathematics and language -- mathematics scores are the highest for all grades. In the mathematics area, students are at or above the national norm for grades 3 and 6 and near the national norm at grades 8 and 9. Reading scores range from seven percentile points (or three months) below the national norm at grade 3 to nineteen percentile points (or two years) below the national norm at grade 11. Language scores are at or slightly below the national norm for the elementary grades, while larger discrepancies are reported for secondary grades.

In both the science and social studies areas, students performed within the 40th percentile range in grades 3, 6, and 9. The lowest score reported for all grades and subjects was science, grade 11.

With the newer version of the test, some differences in the skill areas that are tested occurred. For all grades, spelling scores are reported as a separate area and is no longer included in the language score as was the case with Forms S and T. Across the grades, students performed above or near the national norm in spelling. Reference skills are no longer included among the areas tested at grade 3.

District of Columbia Public Schools

COMPARATIVE RESULTS AND ANALYSIS FOR THE COMPREHENSIVE TESTS OF BASIC SKILLS

Grades 3, 6, 8, 9, and 11

Form U to Estimated Form S

MEDIAN SCORES

SKILL AREA	Grade 3				Grade 6				Grade 8				Grade 9				Grade 11			
	Grade Equivalent		**Percentile**		**Grade Equivalent**		**Percentile**		**Grade Equivalent**		**Percentile**		**Grade Equivalent**		**Percentile**		**Grade Equivalent**		**Percentile**	
Form	1987 (U)	1987 (S)	1987 (U)	1987 (S)	1987 (U)	1987 (S)	1987 (U)	1987 (S)	1987 (U)	1987 (S)	1987 (U)	1987 (S)	1987 (U)	1987 (S)	1987 (U)	1987 (S)	1987 (U)	1987 (S)	1987 (U)	1987 (S)
Reading	3.5	4.1	43	60	6.2	6.8	44	51	6.9	7.9	32	41	8.9	9.4	34	47	9.7	10.3	31	33
Mathematics	3.8	4.2	52	61	7.2	7.4	60	60	8.3	8.7	42	51	9.5	10.0	46	55	10.0	10.3	36	39
Language	3.7	4.1	46	57	6.8	7.5	49	57	7.2	8.0	37	45	8.5	9.8	38	51	9.9	10.4	35	36
TOTAL BATTERY	3.8	3.9	50	55	6.6	6.9	49	52	7.5	7.8	35	39	8.8	9.6	38	49	9.8	10.3	34	34
Science	3.7	--	49	--	6.3	--	43	--	--	--	--	--	8.7	--	41	--	8.9	--	27	--
Social Studies	3.6	--	46	--	6.5	--	47	--	--	--	--	--	9.3	--	45	--	10.3	--	38	--
Spelling	3.8	--	51	--	7.5	--	59	--	8.3	--	43	--	9.8	--	49	--	11.7	--	49	--
Reference Skills	--	--	--	--	7.4	--	57	--	7.3	--	33	--	9.2	--	42	--	10.3	--	37	--
NATIONAL NORM	3.8		50		6.8		50		8.8		50		9.8		50		11.8		50	

Analysis of Estimates of Form S

Based upon special statistical procedures available from CTBS, estimates of achievement according to the normative standards of the previous version of the CTBS were prepared. The following table translates the results of the CTBS, Form U, into estimates of median scores had the Form S been administered. The estimates are available for only the basic areas, reading, mathematics and language and the Total Battery.

Results indicate that students at grades 3, 6, and 9 performed approximately at grade level according to the Total Battery score, while students in grades 8 and 11 were one year below.

Prepared by
Student Assessment Unit
Division of Quality Assurance
July 1987

SYSTEMWIDE TARGETS FOR STUDENT ACHIEVEMENT
SY 1987-88

Norm-Referenced Tests

- Using available instructional materials, equipment and personnel, obtain an achievement level at the elementary level on the standardized norm-referenced test comparable to that of the national norm in the basic skills subjects of Reading, Mathematics, Language, Science and Social Studies.

- Using available instructional materials, equipment and personnel, obtain an achievement level at the secondary school level on the standardized norm-referenced test comparable to that of the national norm in the basic skills subjects of Reading, Mathematics, Language, Science and Social Studies.

Criterion-Referenced Tests

- Using available instructional materials, equipment and personnel, increase the citywide percentage of regular students mastering a particular objective at primary levels of the criterion-referenced tests in Language Arts and Science by 5 percentage points greater than the percentage of students mastering a particular objective on the 1986-87 administration of the tests.

- Using available instructional materials, equipment and personnel, increase the citywide percentage of regular students mastering a particular objective at intermediate levels of the criterion-referenced tests in Reading and Mathematics by 10 percentage points greater than the percentage of students mastering a particular objective of the 1986-87 administration of the tests.

Life Skills

- Using available instructional materials, equipment and personnel, increase the citywide percentage of 10th grade students that meet the criterion for passing the Life Skills Test by 10 percentage points more than the percentage for the 1986 administration of the test.

Special Education

- Using available instructional materials, equipment and personnel, ensure by the end of the second semester of each year that all of the students identified as handicapped and in need of Special Education services meet all of the annual goals stated in each child's Individualized Education Program for that school year.

Adult and Continuing Education

- Using available staff, materials and resources, the median grade equivalent scores for students who have completed 100 hours of academic or remedial instruction while enrolled in the full-time and/or part-time Adult and Continuing Education Program will be raised 0.6 grade equivalents higher than the median grade equivalents of students prior to instruction, as measured by scores on the California Achievement Test for the Adults on Adult Basic Learning Examination.

PLANNING ASSUMPTIONS
SY 1988-92

General

☐ The goals of the Board of Education and the mission of the District of Columbia Public Schools will remain the same during the multi-year period.

☐ The Board of Education's Priority (Goal) Areas will continue in force during the multi-year period.

☐ During the multi-year planning period, SY 1988-92, each school year will include a minimum of 180 regular instructional days unless otherwise directed by the Superintendent in consultation with the Board of Education.

☐ The high unemployment rate for Black youths in urban areas will continue to be a major problem which must be addressed through inter-agency planning, and implementation of training and employment initiatives.

Instruction

☐ Emphasis will be placed upon secondary school improvement at the junior high and senior high school level including improvement of the instructional delivery system and the implementation of the Competency-Based Curriculum and revised standards for grading and promotion.

☐ A major effort will be undertaken to focus on the development and implementation of strategies for assisting those students who have an appreciable variance between their modal grades and their instructional levels, i.e., students who are behind in school for their age group.

☐ Within the multi-year period, programs will continue to be offered which serve specialized student populations, including bilingual, gifted and talented, special education students and adults, students with appreciable basic skills deficits, and students at risk and dropouts.

☐ Educational technology will be used to improve classroom instruction and classroom management.

☐ The teacher-pupil ratio will be reduced to 20:1 in yearly phases during the planning period, beginning with the primary grades (1 - 2) and secondary classes in English and mathematics in SY 1987-88.

☐ The phased-in implementation of a 20:1 teacher-pupil ratio will have an important impact on facilities during the multi-year planning period.

☐ During the five-year planning period, there will be greater emphasis placed on personal and social issues which impact on students.

- ☐ The citywide student assessment program will assist in providing data on the extent of student progress on the achievement of the CBC instructional objectives.
- ☐ Instructional supervision and services will be strengthened through effective personnel procedures and increased opportunities for staff development.
- ☐ The perceived needs of students, ranked instructional goals, five skills classification categories, and perceived level of performance of the school system as determined through the systemwide needs assessment and the results of students' performance on criterion-referenced tests and norm-referenced tests will be used as guiding factors in establishing system priorities, and implementing the Competency-Based Curriculum.

Enrollment

- ☐ The student enrollment for all school levels will increase as projected below:

Summary of Student Membership Projections for All School Levels
Regular Day Schools, SY 1988-92

	Actual	Projected				
Level and Type	**1986-87 a/**	**1987-88**	**1988-89**	**1989-90**	**1990-91**	**1991-92**
Elementary Schools						
Pre-Kindergarten	3,405	3,558	3,650	3,700	3,800	3,850
Kindergarten	6,546	6,658	6,750	6,850	6,900	6,950
Regular Grades 1-6	39,599	39,844	40,000	40,200	40,300	40,350
Total	49,550	50,060	50,400	50,750	51,000	51,150
Junior High Schools						
Regular Grades 7-9	18,697	18,306	18,000	17,760	17,460	17,600
Senior High Schools						
Grades 10-12	16,328	16,672	16,400	16,100	16,000	16,000
Career Development Post-Secondary b/	793	896	750	750	750	750
Citywide Special Education Schools	1,037	1,226	1,200	1,200	1,200	1,200
Sub-Total (All Levels)	86,405	87,160	86,750	86,560	86,410	86,700
Other						
Tuition Grant	382	400	400	400	400	400
Pre-Schools c/	106	150	150	150	150	150
Grand Total	**86,893**	**87,710**	**87,300**	**87,110**	**86,960**	**87,250**

a/ Actual memberships for 1986-87 are those of October 16, 1986.

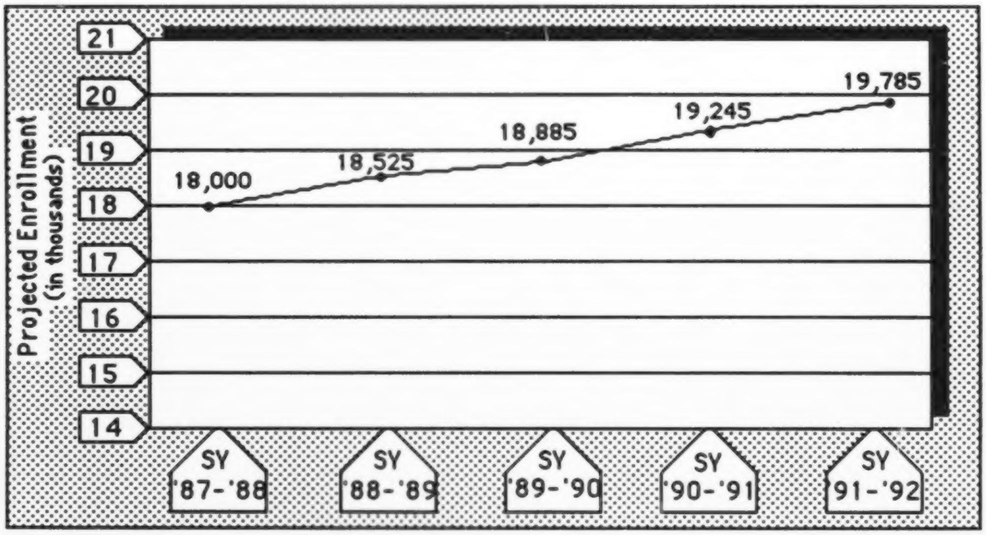
b/ This figure represents postsecondary students only. All shared-time students are counted in the regular academic high schools.

c/ Pre-school students whose teachers are paid through school system's funds.

Prepared By Division of Quality Assurance
June 1987

☐ The actual enrollment for adult education was 15,214 in SY 1986-87; the enrollment for adult education is expected to increase as projected below:

Adult Education Program
Enrollment Projections, SY 1988-92



Management

☐ Procurement, equipment inventory, transportation and menu planning will be completely automated during the multi-year period.

☐ Energy increases are expected due to deregulation and continued computer laboratory expansions, resulting in growing electricity costs.

☐ Local schools will maximize the use of automated capabilities for administrative support and instructional management; therefore, it will be necessary to network a variety of information systems.

☐ Continued growth in the limited-English speaking student population will require additional budget increases.

☐ Annual adjustments will be made in the pupil allotments for supplies, materials and equipment to retain the current buying power in these areas and offset the concomitant increase in the costs of these items.

☐ Base allocations of resources will be adjusted to meet school system priorities and to reflect management expenditure requirements and patterns.

☐ Funding increases for Buildings and Grounds repair and maintenance will be maintained to halt the continuing deterioration of schools.

- Instructional and non-instructional personnel will be allocated on an equitable basis to meet student and program needs, based upon established criteria.

- The Board of Education will negotiate and administer six labor-management agreements during the multi-year planning period.

- The Board of Education will negotiate initial agreements with bargaining units which are certified by the Public Employee Relations Board during the multi-year period.

- There will be a greater need for the efficient maintenance of facilities which will increase significantly in age during the planning period of SY 1988-92.

- During the 1990's, there will be greater increase in the number of teachers, supervisors, administrators and support staff who will meet the requirements for retirement from the school system.

- The increasing use of automated processes for management purposes will require additional staff training and consideration of new staffing patterns.

Resource Development

- The projected regular budget appropriated needs for the multi-year planning period are as follows:

Projected Appropriated Needs
FY 1988-92
(in millions)

FY 1988	FY 1989	FY 1990	FY 1991	FY 1992
$413	$429	$443	$450	$457

Source:
Division of Budget
July 1987

The projected appropriated needs for the multi-year planning period reflect a stabilized enrollment. It excludes the cummulative adjustments for compensation increases, which will be negotiated. It also excludes Federal revenues, which will show continued stability. The appropriated projections for FY 1988-90 include budget increases which will be sought for lowering pupil-teacher ratios and updating textbook inventories.

- The percentage of the budget distributed to the major objects (salaries and benefits, supplies and materials, energy and communication, other services and charges, subsidies and transfers, equipment rental) will remain fairly constant.

- Within the multi-year planning period, budget formulation will be accomplished by employing a broad-based input process that is based upon a zero-based budgeting management system.

- High technology applications to management information data will provide managers with computer capability to receive, control and utilize budget data.

- The compensation needs for FY 1988-92 will to a large degree be influenced by the salary adjustments negotiated with employee groups.
- The total number of school employees will remain fairly constant except for increases in teaching staff from FY 1988 through FY 1990 and for increases in teaching staff designed to accommodate enrollment growth.
- The student population is projected to stabilize with variances averaging around 1% annually.
- The level of federal grant funds awarded to the school system will remain fairly constant.
- Research and evaluation capacity in priority areas will be strengthened through a continuing increase in in-house staff and processing capacity, and the use of graduate student interns.

Special Education

- Within the multi-year period, cogent programs will be developed to serve specialized student populations, including bilingual, gifted and talented, and special education students and adults.
- The assessed needs of students, ranked instructional goals, skills classification categories and summarized levels of performance on psycho-educational assessment batteries will be used in establishing an Individualized Educational Program (IEP) for each identified handicapped child, which is compatible with the established priorities for implementing components of the Competency-Based Curriculum.
- Instructional personnel and non-instructional personnel will be allocated on an equal basis in special education programs based on the State Requirements and Program Standards for Special Education in the District of Columbia.
- The delivery of special education and related services to handicapped children and youth in the District of Columbia will be monitored and general supervision provided to ensure compliance with federal laws, State Standards and Board of Education Rules.
- The number of identified handicapped children enrolled in mainstreamed regular education and career center programs will continue to increase as staff is trained and additional program options become available.

BUDGET RESOURCES

Five Year Budget Projections
FY 1988-92
(in thousands)

	FY 1988	FY 1989	FY 1990	FY 1991	FY 1992
All Budget Appropriations					
Appropriated Budget 1/	$412,517	$428,517	$443,017	$450,017	$457,017
Federal Grants Assistance	43,098	44,000	45,000	46,000	47,000
Private and Other Grants	3,198	3,500	3,800	4,100	4,400
Intra-District Sales	2,111	2,300	2,500	2,700	2,900
Total	**$460,924**	**$478,317**	**$494,317**	**$502,817**	**$511,317**
Gross Budget Categories					
Salaries and Benefits 1/	$376,517	$388,010	$398,110	$403,710	$409,310
Other Operating Costs:					
Supplies and Materials	19,688	19,888	20,088	20,288	20,488
Energy, Communications and Building Rentals	18,624	18,824	19,024	19,224	19,424
Other Services and Charges	19,203	21,403	23,603	25,803	28,003
Subsidies and Transfers	15,488	15,638	15,788	15,938	16,088
Equipment and Equipment Rentals	11,404	14,554	17,704	17,854	18,004
Total 1/	**$460,924**	**$478,317**	**$494,317**	**$502,817**	**$511,317**

1/ Excludes annual pay adjustments; once negotiated, these contracts will result in additional costs that will be cummulative over the multi-year period. Probable amounts will range from the level of the CPI to additional compensation adjustments such as catch-up modifications for employee groups with inequitable pay schedules.

Prepared by
Division of Budget
July 1987

FACILITIES RESOURCES

Resources	FY 1987
Elementary Schools	120
Elementary/Junior High Schools	2
Middle Schools	2
Junior High Schools	26
Senior High Schools	14
Special Education Schools	5
Career Centers	6
Adult and Continuing Education Centers	3
Administration Buildings	2
Management Services Buildings	13
Other Property Involvements	5
Total	**198**

Data Supplied by Facilities Planning Branch
Division of Program Development and Planning
July 1987

CONSTRAINTS

☐ All budgets, both regular and federal, will be under pressure for reduction or redirection. The regular budget will be under constraints by the amounts of pay raises, inflation, and student enrollment; federal budget constraints will be affected annually by Gramm-Rudman-Hollings legislation.

☐ The delivery of education, health, social, mental and related services from appropriate District agencies is inhibited by the lack of adequate resources.

☐ There are no public guidelines or formulae for the determination of the share of the City's resources to be designated for the District of Columbia Public Schools. Each year's budget is therefore a random determination by the Mayor and City Council. Lack of such a foundation for long range planning impedes the Public School's ability to target those components of the educational program that require priority consideration.

☐ The Board of Education has the authority to negotiate pay raises, but is dependent upon the City to seek the required appropriations for such pay raises.

☐ The absence of clearly delineated municipal agency accountability and practices regarding the total welfare of handicapped children impacts on the overextended use of public school special education resources.

AN OVERVIEW OF GROWTH TRENDS TO THE YEAR 2010: FORECASTS FOR THE WASHINGTON METROPOLITAN REGION [1]

The Washington region's growth experienced in the 1970's and the first half of the 1980's provides the basis for what can be expected for the next 15 years. In the development of the 1985-2010 forecasts, the Council of Governments and local government staffs arrived at this conclusion after examining several key factors.

- The rising number of births since the late 1970's, both nationally and in the region, which led to the conclusion that the youth population would increase during the next 15 years.
- Two major factors accounted for the very substantial regional job growth in the 1970's. One was the increasing number of working women; approximately two-thirds of jobs added in the last 15 years have been filled by women. The other was the large increase in people commuting to Washington-area jobs from outside the region.
- The economy changed in the mid-1970's with private sector jobs surpassing Federal Government employment. Again, in the the early 1980's, the region's loss of Federal jobs was offset by increases in private sector jobs. In the last two years Federal jobs have been approximately level. Private sector jobs have accounted for the great bulk of regional employment growth.

Previous forecasts show that in the early 1960's, the expectations for regional population by the year 2000 were about 5 million persons. Population growth peaked in 1969 when one private consultant projected Washington's year 2000 population at 7.7 million. Since that time, year 2000 projections have steadily declined.

Comparison of the last 15 years to the next 15 reveals that the Washington region is expected to have an increased rate of population growth, about the same rate of household growth, and somewhat more employment growth. The larger population growth will be characterized by increases in school-age and the elderly populations, and a gain in the number of persons of working age.

Although the population growth rate slowed in the 1970's, employment increased rapidly. In the early 1980's, a national recession slowed the region's employment growth. Since then the region's rate of job growth has increased substantially. The employment forecast for the year 2000 is for more than 2.4 million jobs, compared to 1.9 million in 1985 (Graph I). Job growth has generally kept pace with the regional population dispersion, notably around the beltway and along major growth corridors. Almost two-thirds of new jobs expected between 1985 and 2000 are forecast to be created in, though not necessarily held by residents of Fairfax, Montgomery and Prince George's Counties (Maps I and II).

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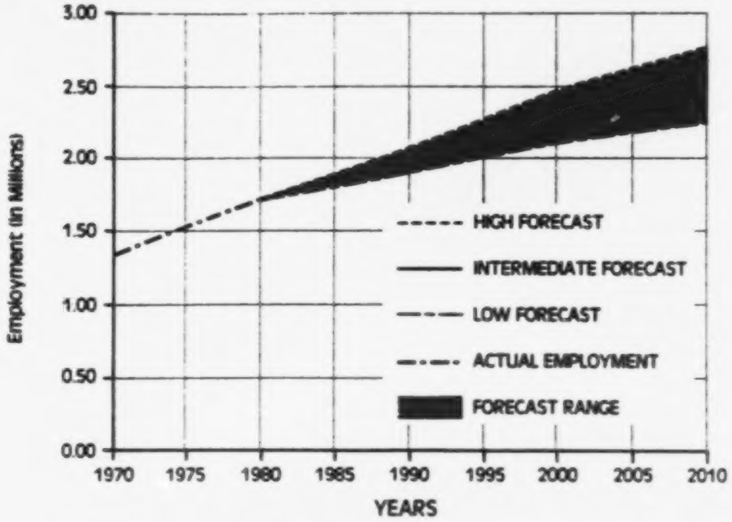
[1] Growth Trends to the Year 2010: Forecasts for the Metropolitan Washington Region, Washington D. C.: Metropolitan Washington Council of Governments, 1986, p. 7.

Graph I

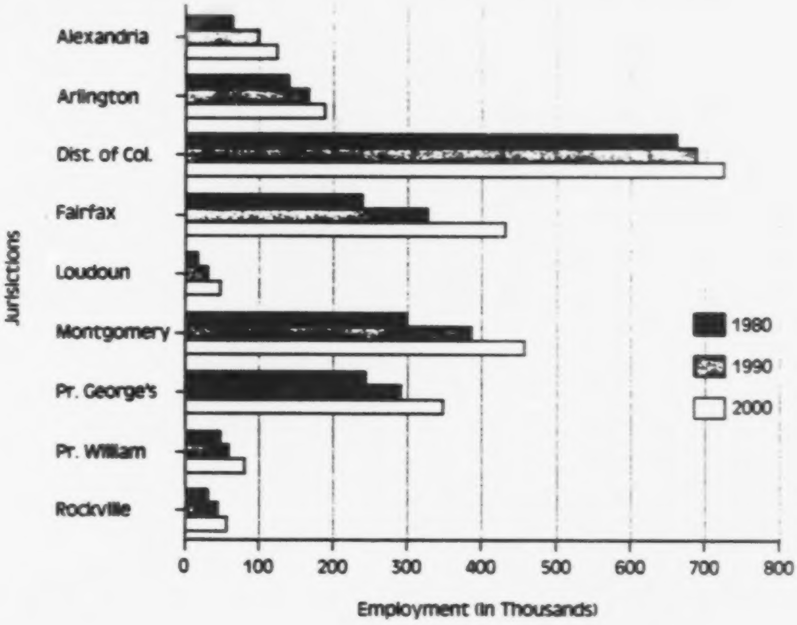
EMPLOYMENT FORECAST FOR THE WASHINGTON REGION
1970-2010



Source: 1970 - 1980: U.S. Census Bureau
1980 - 2010: MWCOG Round III Cooperative Forecasts 1985 Update

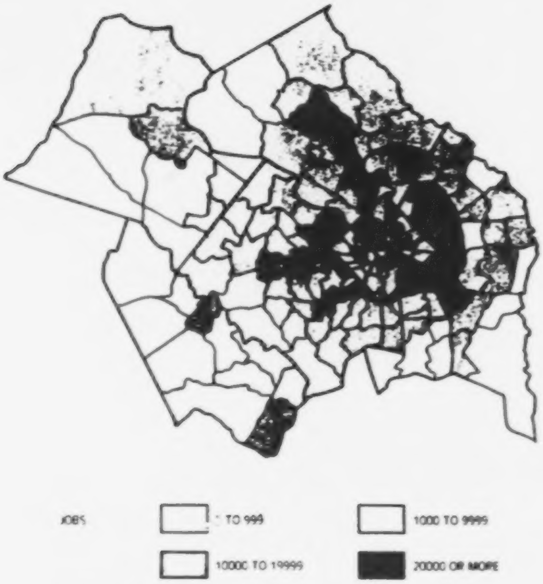
Graph II

1980, 1990 & 2000 FORECAST EMPLOYMENT FOR JURISDICTIONS IN THE WASHINGTON REGION



Map I

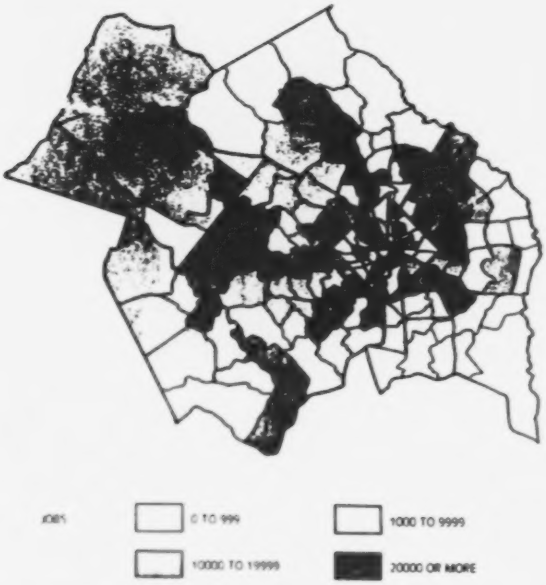
EMPLOYMENT IN 1980
BY COG ANALYSIS DISTRICT



SOURCE MWCOG Cooperative Forecasting Round 3 1985 Update

Map II

FORECAST EMPLOYMENT IN 2000
BY COG ANALYSIS DISTRICT



SOURCE MWCOG Cooperative Forecasting Round 3 1985 Update

Short-Term Growth Forecasts 2/

Population, household and employment growth is forecast to occur primarily in the inner suburbs during the remainder of the 1980's. On an average annual basis, Fairfax County is expected to add almost 11,000 persons per year, Montgomery County slightly more than 10,000, and Prince George's County 3,500 persons. During the remainder of the 1980's the region is expected to grow by an average of slightly more than 34,000 person per year.

The forecasts show that the area is expected to have an average annual increase of 37,000 jobs from 1985 to 1990. Thirty percent of this short-term employment growth is forecast for the core area, consisting of the District, Arlington and Alexandria. Loudoun and Prince William Counties are likely to capture almost 8 percent of job growth. The inner suburban jurisdictions are expected to see 63 percent of jobs added in the rest of the decade.

2/ Ibid.

Short-Term Employment Outlook for the Metropolitan Area [3]

After declining between 1980 and 1983, wage and salary employment in the District showed remarkable growth (5.4 percent) between 1983 and 1985. By 1985, the District recovered the number of jobs lost during the 1980 and 1981-1982 recessions. The 1985 job figure was well above that of 1980. The job growth occurred primarily in the private sector which increased by almost ten percent during this period. In the District, the private sector accounted for 83.6 percent of the 1983-1985 job increase. The private sector now accounts for 58 percent of all wage and salary jobs located in the city in contrast to the 1980 figure of 55 percent. Federal employment dropped signficantly between 1980 and 1984, but registered a slight increase in 1985.

With the higher-than-anticipated job growth in the District between 1983 and 1985, industry employment should increase faster than originally forecast. In addition, the national economy is apparently poised for a steady near-term growth trend as is the regional economy. With this combination of factors, employment in the District should grow in excess of the intermediate forecast for the 1985-1990 period. Significant office, mixed-use and hotel development underway in the central business district will be a major contributor to job expansion.

Given the past, present and likely future fiscal conservatism of government, total employment growth in the District is expected to occur primarily in the private sector between 1985 and 1990. The major growth will probably be concentrated in the broadly defined services industries (business, professional, headquarters, hotel services, etc.) which have grown steadily during the last decade and a half. Retail trade employment should also expand given the trends since 1983.

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[3] Ibid., p. 58.

JOBS: A LOOK AT THE NATIONAL SCENE [4]

Not long ago, because of the Baby Boom, businesses and educational institutions that depend upon a steady supply of young people could afford to adopt a "throwaway" attitude about potential employees and students. Those days are coming to an end.

The population of 18-to-24-year olds reached an all-time high of 30.4 million in 1980. That group has shrunk by 5 percent since then and now stands at 28.5 million, representing 16.2 percent of the total population. During the next 15 years, that young-adult group is expected to decline by more than 7 million. Because of the current baby boomlet, it will rebound slightly shortly after the turn of the century and then will begin falling once again.

The coming changes have not been lost on America's business leaders. "Over the next 10 to 15 years, the workforce will undergo a major change in composition," notes the National Alliance of Businesses in a recent report on employment policies of the future. "Most striking will be the growth of less well-educated segments of the population that have typically been the least prepared for work. The number of minority youth will increase, while the total number of youth of working age will decline. The number of high-school dropouts will rise as will the number of teen-age mothers. At the same time, entry-level jobs will increasingly require basic, analytical, and interpersonal skills."

"Will our youth be able to meet these requirements or will they become a part of a growing underclass with no hope for employment?", the report asks in what is more than a rhetorical question.

What sorts of jobs await America's youth? During the late 1970's and early 1980's, 20 million new jobs were created by the nation's businesses; only 5 percent were in manufacturing while 90 percent were in the service and information industries. Much has been written about the impending employment boom in high-technology industries. However, those businesses now provide only 6.2 percent of all jobs in the United States and are expected to provide only 6.6 percent of all jobs by 1995. Moreover, fewer than 4 percent of all workers employed by such businesses are actually involved in "high-tech" work; the vast majority are assemblers, clerks, janitors, and other laborers.

Most of the new jobs that will be created in coming years will be in low paying categories. According to the Bureau of Labor Statistics, 1 out of 5 people who graduated from college in June 1985 will work in a job that requires no college training at all. By 1990, 75 percent of all new jobs will require only minimal education or technical training beyond the high-school level.

The result, some observers predict, will be the creation of a bi-polar labor force. Few people will hold high-paying jobs requiring high levels of skill; the vast majority of workers will be locked into low-paying, low-skill positions. The American middle class, they say, is disappearing.

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[4] "Here They Come Ready Or Not." Education Week, May 14, 1986, p. 30.

But not all experts agree on that scenario. Some contend that technological advances are creating a need for higher skill levels in the workforce and that adult work-related education is of paramount importance. Moreover, they argue, the better educated the workforce, the more sophisticated the economy is likely to become and the more likely that higher level jobs will be created.

CHART I

THE NATIONAL SCENE

Where the Jobs Will Be:

Largest Number of New Jobs

Occupation	Growth in employment in thousands, 1978-90
Janitors and Sextons	671.2
Nurses' aides and orderlies	594.0
Sales clerks	590.7
Cashiers	545.5
Waiters/waitresses	531.9
General clerks, office	529.8
Professional nurses	515.8
Food preparation & service workers, fast food restaurants	491.9
Secretaries	487.8
Truck drivers	437.6

Source: Monthly Labor Review.

Most Rapidly Growing Occupations

Occupation	Percent growth in employment, 1978-90	Number of new jobs by 1990
All occupations	22.5	21,980,000
Data-processing machine mechanics	147.6	96,572
Paralegal personnel	132.4	39,310
Computer-systems analysts	107.8	203,357
Computer operators	87.9	151,100
Office-machine and cash-register servicers	80.8	40,668
Computer programmers	73.6	153,051
Aero-astronautic engineers	70.4	41,315
Food preparation & service workers, fast food restaurants	68.8	491,900
Employment interviewers	66.6	35,179
Tax preparers	64.5	19,997

Source: Monthly Labor Review.

AN OVERVIEW OF JOBS AND OCCUPATIONS IN THE WASHINGTON AREA TO 1990 5/

Between 1980 and 1990, total employment is projected to grow 2.3 percent annually in the Washington area -- totaling 1,964,000 in 1990. The Services industry, the Washington area's largest private sector industry, is expected to be the area's growth leader. Between 1980 and 1990, Services industry employment is likely to grow 4.0 percent annually. The area's largest industry, the Government sector, is projected to grow only 0.3 percent annually. The area's single largest employer, the Federal Government, is predicted to expand at a snail's pace -- at 0.1 percent annually.

By 1990, Professional and Technical Workers will likely replace Clerical Workers as the area's largest occupational group. Service Workers and Sales Workers should be the area's fastest growing occupational groups -- growing 2.9 percent and 2.7 percent annually. The slowest growing occupational group will likely be Laborers. Between 1980 and 1990, Laborers are projected to grow 1.1 percent per year.

In 1990, fifty-seven occupations will account for over 50.0 percent of total employment. The single largest occupation is expected to be Secretaries (102,180), followed by Janitors (74,490), General Office Clerks (73,480), and Sales Clerks (56,220). The majority of these occupations require a 12th grade education, with experience also being an important requirement for employment.

Over the decade of the 1980's, 97,720 job openings are expected to be created annually in the metropolitan area. Of these total openings, 60,550 will likely be due to separations from the labor force. Separations are the result of individuals retiring, dying, or otherwise leaving the labor force. Professional and Technical Workers are likely to account for 27.2 percent (26,580) of all job openings. Laborers are expected to create the fewest number of job openings -- 2,920 annually between 1980 and 1990.

Industry Employment: An Overview 6/

In 1990, industry employment in the Washington, D.C. area is projected to total 1,963,970 -- up 371,820 from the 1980 level (Graph III). Different growth rates are expected between and within various industry sectors, during this projected period. This increase of 371,820 new jobs represents an annual growth rate of 2.3 percent. Between 1980 and 1990, the Services industry, the area's largest private industrial sector, should grow 4.0 percent between 1980 and 1990. By 1990, Services industry employment will total 766,950. Within the Services industry, employment at hotels and other lodging places is expected to grow the fastest -- at 5.5 percent per year. This greater than average growth reflects the area's continuing and growing importance as a tourist and convention area. In contrast, Personal Services are expected to grow the slowest, averaging 1.4 percent annually.

5/ An Economic Profile: Washington Area Jobs and Occupations in the Year 1990, Washington, D. C.: Department of Employment Services, January 1985, p. 1.

6/ Ibid., pp. 1 and 4.

Total trade employment is projected to grow 3.1 percent per year in the Washington, D.C. area to 393,620 by 1990. Wholesale trade employment is projected to grow 4.2 percent per year, to 78,170 jobs by 1990. Retail trade employment will likely grow slightly faster than the all industry average (2.3 percent), but somewhat slower than total trade employment (3.1 percent) during the projected period. Between 1980 and 1990, Retail trade employment is projected to grow 2.8 percent anually to a level of 315,950 by 1990.

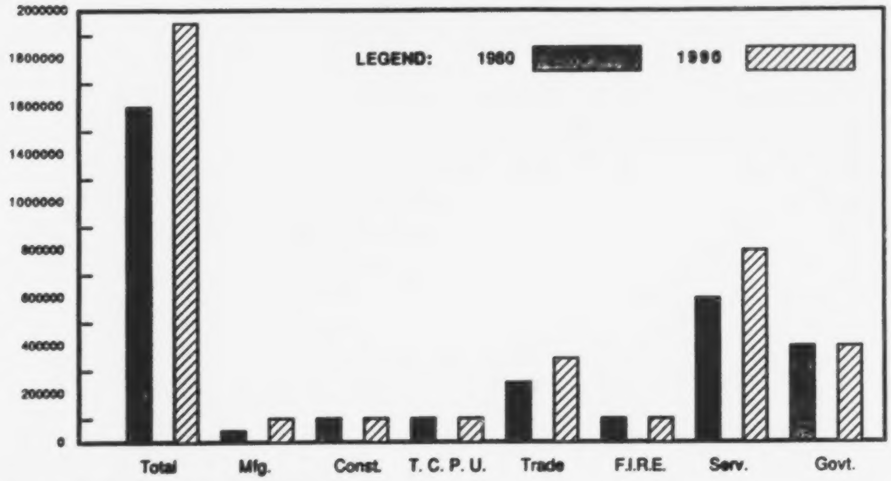
Manufacturing, the smallest industrial sector, should grow 3.0 percent per year in the Washington, D.C. area. Total manufacturing employment is expected to increase 17,560 between 1980 and 1990 -- totaling 75,590 by 1990. Over 50 percent of this growth (9,590 new jobs) is expected to occur within the Printing and Publishing industry.

Slower than average growth is projected for Finance, Insurance, and Real Estate (1.8 percent per year); Transportation, Communications, and Public Utilities (1.0 percent per year); Construction (0.8 percent per year); and total Government (0.3 percent per year). Within the Finance, Insurance, and Real Estate industry, however, Banking will likely expand at the all industries average (2.3 percent) -- totaling 23,890 by 1990. Employment in Interstate Railroads is projected to continue its long run decline, leveling off at 3,710 by 1990. Transportation, except railroads is expected to experience only slight gains, increasing 0.8 percent annually. Communications and Public Utilities will grow 11.6 percent per year, totaling 42,610 by 1990.

Growth in the Federal sector is expected to be nearly flat (0.1 percent annually) in the Washington area over the decade. By 1990, Federal Government employment is projected to total 352,700 -- 3,370 above the 1980 level and 20,000 higher than in 1982. Due to budget cuts, total Federal Government employment fell by 18,320 jobs, from 366,200 in 1980 to 347,900 in 1982. State and Local Government employment is likely to expand from 70,790 in 1980 to 78,370 in 1990 -- for an annual growth rate of 1.1 percent.

GRAPH III

INDUSTRY EMPLOYMENT
WASHINGTON AREA
1980-1990



SOURCE: Department of Employment Services

Occupational Employment: An Overview [7]

Innovations, technological change, industry mix, and growth determine the kinds of jobs in a labor market. The distribution of occupational employment in the Washington, D.C. area in large measure is determined by its industrial structure, with occupational growth being determined in part by industry employment growth. Total occupational employment, like industry employment, is expected to grow 2.3 percent per year from 1980 to 1990. Like industry growth, occupational growth is expected to vary between as well as within occupational groups.

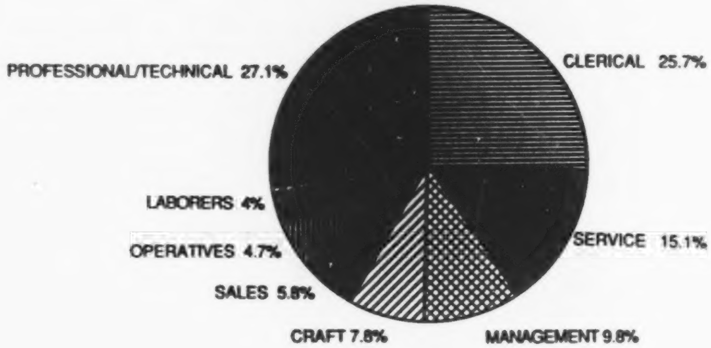
As Chart II shows, Sales Workers, Service Workers, and Professional and Technical workers are expected to grow faster than the all occupations average at 3.0 percent, 2.9 percent, and 2.7 percent. By 1990, these three occupational groups are expected to total 113,700, 296,900, and 531,300 respectively. These occupational groups are concentrated in the fastest growing industries. Sales workers are concentrated in the Trade and Services industries; and Professional and Technical workers are concentrated in the Services industry and are expected to grow faster than average in Federal Government. Managers and Officials and Operatives are projected to grow close to the all occupations average at 2.2 percent and 2.1 percent. In 1990, managers and officials are projected to total 191,500. By 1990, Operatives will likely total 92,500 in the Washington, D.C. area.

Slow growing occupational employment is related to technological change and slow industry employment growth. The slow growing occupational groups are concentrated in the slow growing industries, construction and government. Between 1980 and 1990 Clerical workers are expected to increase 2.0 percent per year -- reaching 505,000 by 1990. The slower than average growth for Clerical workers is a result of technological change, as well as slow growth in the Federal sector. Less than average growth in the Federal sector will result in Clerical Workers dropping from the largest occupational group to second largest occupational group in the Washington, D. C. area, by 1990. In 1980, Clerical Workers accounted for 26.3 percent of all jobs as did Professional Workers. By 1990, Clerical workers are expected to account for 25.7 percent of all jobs compared to 27.1 percent for professional workers.

Laborers, the area's smallest occupational group, are projected to increase 1.1 percent per year -- totaling 78,900 in 1990. This occupational group is highly concentrated in the slow growing construction and government industries. Craft and Kindred Workers are expected to grow 1.7 percent, totaling 153,600 in 1990.

CHART II

OCCUPATIONAL EMPLOYMENT
WASHINGTON AREA
1990



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[7] Ibid., p. 5.

Occupational Employment: A Closer Look At 57 Selected Jobs 8/

In 1990, fifty-seven occupations are expected to account for 54.7 percent of total employment. These fifty-seven occupations represent occupations with 6,000 or more jobs in either 1980 or 1990. Additionally, these occupations represent approximately 3.8 percent of the nearly 1,500 possible occupations.

By far, Secretaries will have the largest number of jobs (102,180) in 1990. The efficiency of organizations increasingly depends upon Secretaries who are at the center of communications within their firms. Secretaries process and transmit information to the staff and to persons in other organizations. Generally, graduation from high school is required, but some employers prefer applicants with additional training. General office clerks, another clerical occupation, is expected to have 73,480 jobs in 1990. A twelfth grade education is also the general requirement for this occupation. Taken as a group, the 16 leading clerical occupations in the Washington area will account for 19.1 percent of total employment in 1990.

Within the group of Professional and Technical Workers, Systems Analysts will offer the second largest number of professional jobs (29,430) in the Washington area in 1990. Systems Analysts plan efficient methods of data processing essential to the functioning of business firms. College graduates are generally sought for both Elementary and Secondary School Teachers in 1990. These two occupations are expected to have 32,130 an 27,770 jobs in 1990, in the Washington area.

With the expected expansion of Retail Trade employment, 56,220 Sales Clerks will be needed by 1990. Employers generally prefer individuals who have completed high school for employment as Sales Clerks. The 15,640 Store Managers who will be needed by 1990 reflect the growing importance of retail employment in the Washington area.

The rapid growth in Wholesale Trade, Retail Trade, and Business Services will result in increased demands for Delivery and Route Workers and Truck Drivers. In 1990, these two occupations will likely employ 12,880 and 17,130 people. Employers generally prefer individuals who have at least completed high school, to qualify as Delivery and Route Workers or Truck Drivers.

The second largest occupation in 1990 is expected to be Janitors. By l990, Janitors are projected to total 74,490. Their duties include necessary maintenance tasks such as fixing leaky faucets, emptying trash, minor painting and carpentry, replenishing bathroom supplies, and mowing lawns. No special education is required for most janitorial jobs, but beginners should know simple arithmetic and be able to follow instructions. Most janitors learn their skills on the job. Waiters/Waitresses, another service occupation, is expected to employ 28,580 people in the Washington area by 1990. By far, the largest proportion of Waiters/Waiteresses will be employed in Eating and Drinking places. Most employers prefer to hire applicants who have completed at least two to three years of high school.

8/ Ibid., p. 8.

ACADEMIC PREPARATION: THE KEY TO PREPARING FOR THE WORLD OF WORK [9]

Academic preparation is not just for the college bound. Students who enter the work force directly from high school need many of the same academic competencies as do those going on to college. This conclusion emerged from a series of dialogues co-sponsored by college, local business groups, and educational institutions in five major cities in the United States.

The 200 business leaders who participated in the dialogues enthusiastically endorsed the six Basic Academic Competencies -- reading, writing, speaking and listening, mathematics, reasoning, and studying.

Bridging the gap between the academic and business worlds is not insurmountable. In fact, the message emerging from the business-education dialogues is that there should not be any gap at all. All of the following Basic Academic Competencies, say business people, are necessary on the job.

READING - Business people from coast to coast agreed that inadequate reading levels among entering employees is the largest single problem for employers. Safety, communication, employee-employer relations, and advancement demand high-level reading skills. Lack of basic reading skills sufficient to follow directions and fill out a job application was frequently cited. In particular, business people emphasized that entering employees should have the abililty to read and follow instructions; acquire a vocabulary related to business, industry, and the economy; read for a specified purpose; and, read visuals, graphs, charts, and schematics.

WRITING - Lack of competency in writing also limits the effectiveness of communication in the work place and hurts productivity and employee relations, agreed business leaders. Many pointed to lack of accuracy and basic English Skills. In the world of work, competency in writing is required to prepare memorandums, job applications, proposals, brief presentations, summaries, letters, resumes, and direction or instructions to others. Penmanship and ability to express ideas accurately, succinctly, and with correct spelling are especially important.

SPEAKING AND LISTENING - This competency was singled out as the major form of communication in business and industry, yet one in which many students receive little or no instruction. Business people emphasized that speaking and listening are not just for social and casual conversation. Such skills are essential for job interviews and using the telephone. Employees need to be able to deal with oral instructions that have a sequence and that may often be given in rapid succession and in the context of competing stimuli. Employees need to be aware of the importance of tone of voice, attitude, and body language. In the busness world, employees must develop the technique of speaking on their feet, i.e., using standard English to organize their thoughts as they proceed. Business people also stressed the importance of abilities to verbalize one's understanding of instruction received, ask questions for clarification, and demonstrate understanding through appropriate action.

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[9] "Academic Preparation for the World of Work." Education Equality Project, The College Board, 1984, pp. 1-5.

MATHEMATICS - Business leaders strongly support efforts to increase students understanding of mathematics, science, and computers. They placed particular emphasis on learning how to estimate and to apply the results of estimation, interpreting results, and understanding consumer economics and mathematics.

REASONING - Dialogue participants urged schools to give much more attention to competency in reasoning. Business people point out that employees are expected to be able to reason and develop logical steps for solving a problem no matter what their job category may be. Specifically, students need to understand how decisions are made: how to determine what action is appropriate, how to evaluate that action, and how to change behavior accordingly. Employees need to be able to use the reasoning competency in a variety of different situations. They need to know how to create alternate interpretations and solutions from data and information, and distinguish between casual and causal relationships, between actual and textbook problems.

STUDYING - Business people agreed that the abilities that define this competency are applicable to work but found the word studying more appropriate to school than to the work environment. However, they noted the relevance of this competency to note taking and referral back to notes. They also stressed the importance of being able to accept and understand constructive criticism.

Computer Knowledge

Business people felt that schools should give far more attention to computers. Every aspect of business and industry has been profoundly affected by electronic technology. They urged educators to give students actual key board experience, expose them to different kinds of equipment and programming languages, and provide survey instruction in the many different applications of computers.

On-the-Job Behavior and Attitudes

In addition to emphasizing academic competencies, dialogue participants stressed the importance of on-the-job behavior and attitudes. Business leaders suggested that special attention needed to be given to: (1) personal appearance; (2) sense of the "work ethic," including punctuality, attendance, and self-discipline; respect for standards in work performance; acceptance of responsibility and accountability to the employer; respect for structure and authority; participation as a team member; and a sense of pride in the job; (3) skills in marketing oneself and in maintaining interpersonal reationships; and, (4) integrity.

In sum, business leaders would like to see new, renewed, or additional emphasis given to preparing students for what will be expected of them in behavioral and attitudinal terms, as well as academic terms, when they leave school, whether they enter college, work, or the military.

NEEDS ASSESSMENT RESULTS IN THE PRIORITY (GOAL) AREAS

In preparation for developing the Comprehensive Education Plan for SY 1988-92, a systemwide needs assessment was conducted in March 1987 to survey the perceptions of students, educators and other citizens who support education. Their perceptions served as a measure of how well the school system was doing in achieving the 29 Priority (Goal) Areas established by the Board of Education at its January 1986 retreat. The results also served to guide the administration in preparing the Office Education Plans for the SY 1988-92 planning period.

Several groups of persons were identified as the essential constituency for the needs assessment: parents; community representatives; members of the Board of Education; elementary, secondary, and adult students; elementary and secondary teachers; principals and assistant principals; and, central and regional administrators. The scope of the survey was designed to provide for the adequate representation of these members of the educational community in the needs assessment process.

As an initial step, in responding to the Board's Priority (Goal) Areas, the administration delineated from three to five goal statements for each area. These goal statements identified what the school system would like to achieve in the next five years, and served as the targets to be assessed by the survey participants.

To survey such a large sample of people, several strategies were used. The initial effort involved the 40 members of the Executive Council of the school system. In a meeting they were asked to respond to the goal statements for a random set of twelve of the 29 Priority (Goal) Areas. Members of the Board of Education, because they number only twelve, were asked to respond to all 29 areas. Meetings in the four regions followed with a total of 211 principals and assistant principals each completing a random set of five of the areas. Each major division in the school system was also asked to have several people complete random sets related to five areas.

In order to reach the parents, community, students and teachers, the schools were enlisted to distribute packets, each containing a random set of five areas. Each school was asked to have two teachers, two parents, two community representatives; and, for secondary schools only, two students complete a packet. Of the 182 schools in the school system, 164 or 90% responded to the survey.

There was a special concern for including the participation of representatives from the bilingual community with limited English proficiency. At two regular Saturday bilingual sessions, one for Hispanic and the other Chinese, teachers worked with small groups and assisted about 60 parents in translating and responding to the form. Three sets of four areas each were determined to be of concern to the bilingual community, and each small group worked together on the same set of four areas. Because approximately 10% of the school population are minority language students, their responses were weighted to represent 10% of the total responses.

The total number of forms returned were as follows: School Board Members - 87; administrators - 1,343; principals/assistant principals - 1,028; teachers - 1,792; secondary students - 783; parents - 1,229; community representatives - 1,073; and, unidentified - 150. In total, 7,485 forms were returned. A second administration of the survey at the end of the five year planning period will permit the identification of those Priority (Goal) Areas which have significantly improved in the opinion of the educational community.

The needs assessment instruments, copies of which are included in this section, asked participants to first identify the group that best represented their relationship to the school system. Participants then were asked to examine each goal statement, identified as Goal #1, Goal #2, etc., and report whether they thought the Current Status is (1) Poor, (2) Fair, (3) Good, (4) Excellent, or (5) No Opinion. Respondents also reported for each goal statement the Area of Greatest Need, selected from a list of fifteen possible areas and a write-in category called "Other." As a final step for each Priority (Goal) Area, participants were provided with an open-end section in which they were asked to offer any specific suggestions for improvement.

Overall ratings of each Priority (Goal) Area are ranked below. With responses averaging between Fair (2), and Good (3).

Early Childhood	2.68
Music	2.63
Secondary School Improvement (Management)	2.59
Gifted/Talented	2.59
Local School Leadership	2.59
Advanced Placement	2.58
Management Systems	2.57
Self Image and Citzenship Education	2.57
Guidance and Counseling	2.56
Adult Education	2.53
Student Attendance	2.51
Secondary School Improvement (Instruction/Curriculum)	2.50
Marketable Skills	2.50
Mathematics	2.49
Science	2.47
Personal & Social Issues	2.44
Physical Education	2.44
Professional Development	2.43
Art	2.42
Personal Procedures and Practices	2.37
Writing	2.37
Athletics	2.36
Health	2.35
Special Needs/Alternative Programs	2.34
Speech/Drama	2.32
Educational Technology	2.32
Special Education	2.32
Local School Computerized Management	2.25
Sex Education	2.11

In the pages which follow, responses to the open-ended section have all been reported along with the results of the rating portion of the survey for each Priority (Goal) Area. If a comment in the open-ended section represents the opinion of more than one person, then the number of persons is indicated in parenthesis.

It is enlightening to note where the open-ended comments begin to coalesce around specific themes, and how they may reinforce the same areas as identified in Areas of Greatest Need. For example, Early Childhood received the highest ranking, as well as the most positive comments in the narrative portion of the Needs Assessment. On the other hand, the most negative comments were directed toward Personnel Procedures and Practices, which was ranked between "Fair" and "Good."

An examination made of two Priority (Goal) Areas - Mathematics, and Guidance and Counseling - found that the groups of respondents gave rankings which were statistically significantly different from each other, with students rating the area higher than did the other groups. An examination of the Mathematics graphs reinforces this finding; although the Guidance and Counseling graphs appear to have a more even opinion across groups. The significant finding for the Chi-square test may be influenced by the large number of participants. It is reasonable to assume that the groups have responded differently, and significantly so, on a majority of Priority (Goal) Areas.

In addition to providing information to be used by the school system in preparing the Office Plan for the next five years, the needs assessment has given a special insight to the areas of greatest need in the school system, and the areas of special concern to the educational community.

Printed in U.S.A. SIDE 1

	Y	N			
1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
14	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
15	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
16	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
17	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
18	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
19	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
20	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

SURVEY NUMBER

NEEDS ASSESSMENT

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A-Parent 1B-Community Representative 1C-School Board Member

2A-Student, Grade K-6 2B-Student, Grade 7-12 2C-Student, Adult

3A-Teacher, Elementary 3B-Teacher, Secondary

4A-Principal/Assistant - Elementary 4B-Principal/Assistant - Secondary

5A-Other (specify) ______________________________

==

Goal #1: *To develop the writing skills of elementary students such that 6th grade students can write two unified paragraphs.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A-Poor 6B-Fair 6C-Good 6D-Excellent 6E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A-Budget
7B-Curriculum
7C-Equipment/Materials
7D-Evaluation
7E-Facilities

8A-Management
8B-Organizational Structure
8C-Personnel
8D-Planning
8E-Policy Considerations

9A-Research
9B-Staff Development
9C-Student Entry Level
9D-Technology
9E-Time Allocated

10A-Other (specify) ______________________________

==

Goal #2: *To develop the writing skills of junior high school students such that 9th grade students can construct a three to five paragraph theme, and a three to five page report with a bibliography.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A-Poor 11B-Fair 11C-Good 11D-Excellent 11E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A-Budget
12B-Curriculum
12C-Equipment/Materials
12D-Evaluation
12E-Facilities

13A-Management
13B-Organizational Structure
13C-Personnel
13D-Planning
13E-Policy Considerations

14A-Research
14B-Staff Development
14C-Student Entry Level
14D-Technology
14E-Time Allocated

15A-Other (specify) ______________________________

==

Goal #3: *To develop the writing skills of senior high school students such that 12th grade students can write a properly documented research paper of approximately 2500 words, using the recommended manuscript form.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A-Poor 16B-Fair 16C-Good 16D-Excellent 16E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A-Budget
17B-Curriculum
17C-Equipment/Materials
17D-Evaluation
17E-Facilities

18A-Management
18B-Organizational Structure
18C-Personnel
18D-Planning
18E-Policy Considerations

19A-Research
19B-Staff Development
19C-Student Entry Level
19D-Technology
19E-Time Allocated

20A-Other (specify) ______________________________

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SURVEY B
5-5 No. 19637 69

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME ***WRITING***

NATIONAL COMPUTER SYSTEMS NCS

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Goal #4: *To establish a system-wide emphasis on improving the writing performance of students, characterized by a gain in student writing skills at every grade level; administrative support, and involvement of teachers.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor **21B**-Fair **21C**-Good **21D**-Excellent **21E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

- 22A-Budget
- 22B-Curriculum
- 22C-Equipment/Materials
- 22D-Evaluation
- 22E-Facilities
- 23A-Management
- 23B-Organizational Structure
- 23C-Personnel
- 23D-Planning
- 23E-Policy Considerations
- 24A-Research
- 24B-Staff Development
- 24C-Student Entry Level
- 24D-Technology
- 24E-Time Allocated
- 25A-Other (specify)__________________________________

==

Goal #5: *To foster a positive attitude toward writing among students, teachers, and administrators.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor **26B**-Fair **26C**-Good **26D**-Excellent **26E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

- 27A-Budget
- 27B-Curriculum
- 27C-Equipment/Materials
- 27D-Evaluation
- 27E-Facilities
- 28A-Management
- 28B-Organizational Structure
- 28C-Personnel
- 28D-Planning
- 28E-Policy Considerations
- 29A-Research
- 29B-Staff Development
- 29C-Student Entry Level
- 29D-Technology
- 29E-Time Allocated
- 30A-Other (specify)__________________________________

==

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

WRITING

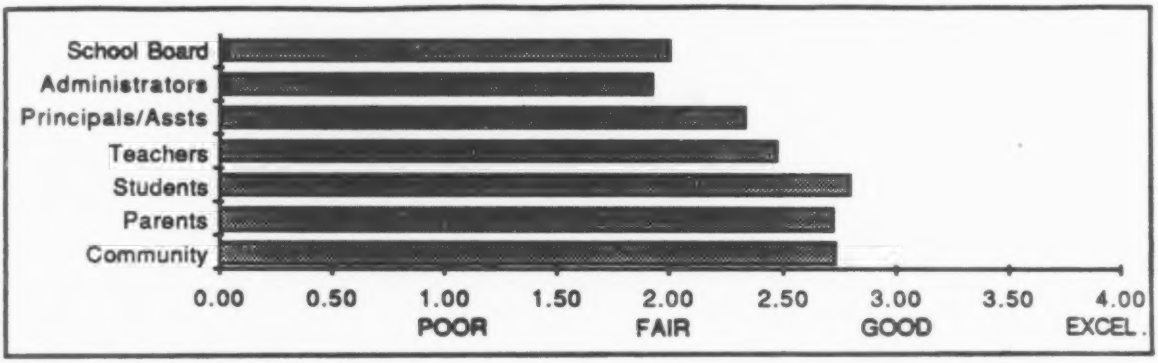
WRITING

Definition: Writing is a process of critical thinking which consists of conceptualizing a thought, finding the words to express the thought, recording the words on paper, and then revising and improving what has been written. Instruction in writing provides students with a foundation in composition and grammar, and assists students in developing a high degree of control over the use of the English language.

Survey Respondents

School Board Members - 3
Administrators - 51
Principals/Assistants - 35
Teachers - 61
Students - 31
Parents - 50
Community Representatives - 41
Unidentified - 6
Total Respondents - 278

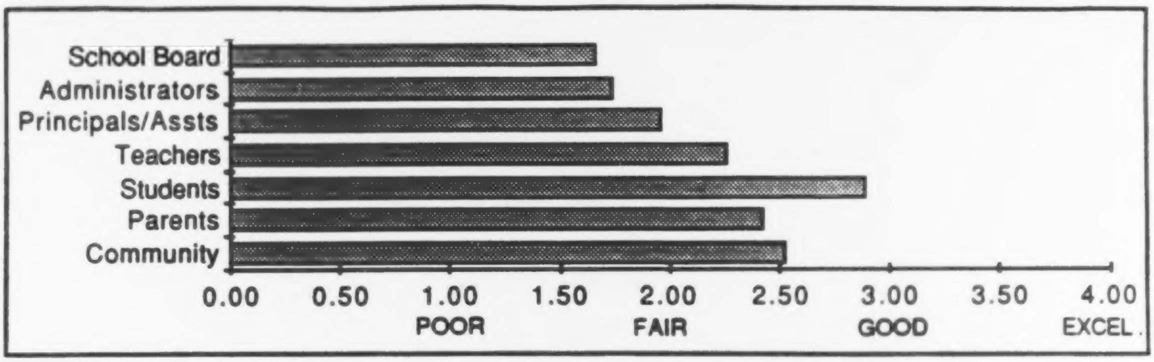
Goal Statement #1: To develop the writing skills of elementary students such that 6th grade students can write two unified paragraphs.



Total responses - 245
No response - 14
No opinion - 18
Multiple response - 1

The three greatest areas of need as identified by respondents are: Curriculum 25.1%, Staff Development 16.4%, Personnel 11.4%.

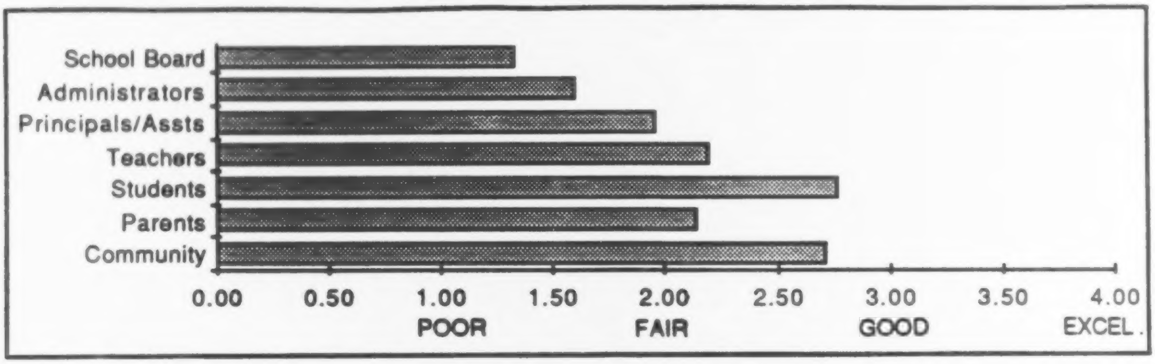
Goal Statement #2: To develop the writing skills of junior high school students such that 9th grade students can construct a three to five paragraph theme, and a three to five page report with a bibliography.



Total responses - 229
No response - 15
No opinion - 34
Multiple response - 0

The three greatest areas of need as identified by respondents are: Curriculum 27.1%, Staff Development 15.0%, Personnel 11.7%

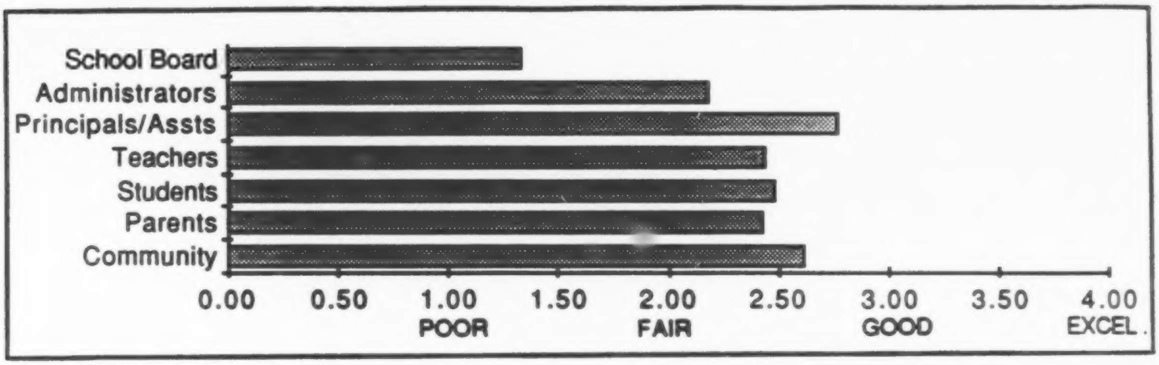
Goal Statement #3: To develop the writing skills of senior high school students such that 12th grade students can write a properly documented research paper of approximately 2500 words, using the recommended manuscript form.



Total responses - 223
No response - 16
No opinion - 39
Multiple response - 0

The three greatest areas of need as identified by respondents are: Curriculum 26.9%, Staff Development 13.0%, Personnel 11.6%.

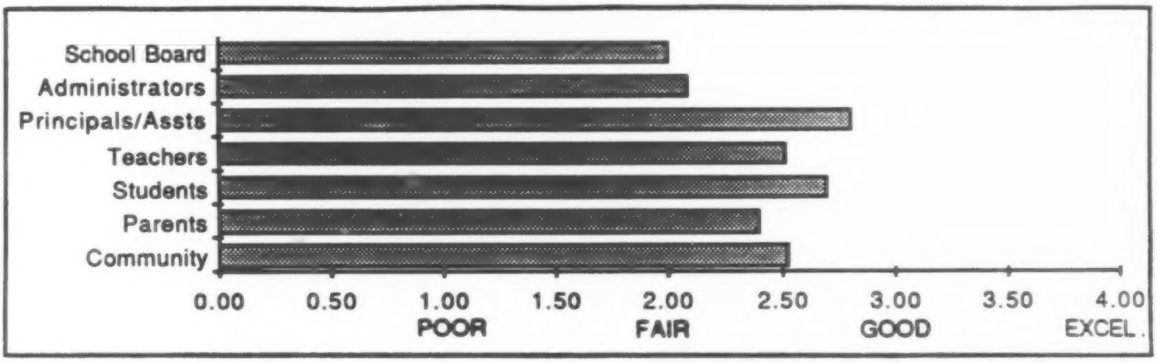
Goal Statement #4: To establish a system-wide emphasis on improving the writing performance of students, characterized by a gain in student writing skills at every grade level; administrative support, and involvement of teachers.



Total responses - 238	No opinion - 21
No response - 19	Multiple response - 0

The three greatest areas of need as identified by respondents are: Staff Development 22.3%, Curriculum 14.7%, Budget 13.3%.

Goal Statement #5: To foster a positive attitude toward writing among students, teachers, and administrators.



Total responses - 236	No opinion - 14
No response - 28	Multiple response - 0

The three greatest areas of need as identified by respondents are: Staff Development 28.5%, Curriculum 13.6%, Planning 9.8%.

WRITING COMMENTS

Respondents to the Writing goal statements were strongly in favor of introducing student incentives including awards, creating opportunities to write about personal experiences, immediate and constructive feedback, and providing more written homework, book reports, essays and outlines, cooperative writing projects, and other means to encourage and require students to do more writing. It was felt that a comprehensive plan for writing should be developed; higher standards and expectations must be put in place; resources should be concentrated in elementary schools; and, more and better curriculum materials should be provided including textbooks and media which are culturally representative. More teachers should be hired, an extensive staff development program should be launched, and more writing should be required across content areas. The bilingual community also urged more support for writing experiences for Hispanics and Chinese youth and adults.

Improving Classroom Instruction

- Developing writing skills should be a number one priority in the schools at every level. Many of the students do not write well because they have poor reading skills, poor study habits and limited support from their parents, teachers and peers. This is a critical element in the educational process.
- Higher standards and expectations are absolutely vital; Goal #1 for writing is much too easy; consistency in the application of writing standards is badly needed; and, make writing a higher priority with students. (4)
- Use incentives in the form of awards and contests to stimulate student interest in writing; make assignments more fun and meaningful by devoting more time to writing about personal experiences, i.e., field trips, movies attended, etc.; and, offer programs which combine various disciplines and indirectly inspire writing, e.g., cartooning and calligraphy. (6)
- Develop cooperative writing projects; provide more written homework, book reports, essays and outlines; provide more written problem solving; teachers should provide opportunities to write and be corrected on a continuous basis; and, teachers should be required to use the current language arts curriculum guide which calls for the completion of writing products described in this priority area. (5)
- Stress the importance of clear written communications.
- Decrease multiple choice activities in the classroom.

Programmatic Changes/Resources

- Implementation of state goals is too slow.
- Develop a comprehensive plan for writing.
- Provide equal time of literature/grammar classes.

- Better books are needed with guidelines for their use; don't spend so much time on the literature of western culture; provide different perspectives. (2)
- Revise curriculum to emphasize skills application; provide more time in grades 1 - 6 developing writing skills through increased emphasis on creative writing. (2)
- The writing initiative should involve all content areas; revise CBC language skills to that they are not isolated and random for each grade level. (2)
- Concentrate more resources in the elementary schools, rather than pouring most of the money into secondary schools; provide money for necessary materials. (2)
- Establish recommended reading lists, K - 12; strong media collections are a must.
- The Writing-to-Read program is good; it should be expanded to higher grades. (2)
- Needs assessment of teachers, at all levels, should be done initially.

Personnel Concerns

- More personnel are needed to provide services including special subject teachers with expertise in writing. (4)
- Administer writing (compositional assessment) to all English teachers entering the District of Columbia Public Schools.
- The system should contract non-teaching personnel whose area of expertise is: a) writing (expository) and b) research (collecting and recording data).

Recruitment, Training and Staff Development

- Intensive staff development is imperative coupled with the message that the goals are to be observed and results expected; do a better job of encouraging teachers to take advantage of training. (2)
- Staff development is needed in curriculum development (newest techniques).
- Writing specialists are needed to assist with staff development. (2)
- Further staff development with Project WRITE, an NDN program for students in grades K-12.
- Staff development for all staff members in writing should be required (many adults have writing weaknesses).
- Every teacher, regardless of discipline, should be a "writing teacher".

- Bring together all possible resources to address writing in DCPS, e.g., staff development, technology, sharing sessions, and site visits to other school districts.

Bilingual

- Create sensitivity sessions for District administrators regarding the writing needs of Hispanics.
- We need a Chinese youth program, and, Chinese attendance counselor. (4)
- Hispanic children need more help in writing. (26)

NEEDS ASSESSMENT

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
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SURVEY NAME **SCIENCE**

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SURVEY NUMBER

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ____________________

==

Goal #1: *To enable all elementary school students to demonstrate the scientific skills of observing, measuring, using space/time relationships, inferring/predicting, classifying and communicating their findings in the life and physical sciences.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities
8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations
9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated
10A=Other (specify) ____________________

==

Goal #2: *To enable all junior high school students to formulate hypotheses, identify variables and draw conclusions; demonstrate knowledge of career choices in science, energy and resource management, and communicate with scientific literacy in the life and physcial sciences.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities
13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations
14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated
15A=Other (specify) ____________________

==

Goal #3: *To enable all senior high school students enrolled in a science course to apply established scientific skills in laboratory work, communicate in a scientifically literate manner, and demonstrate knowledge of the scientific subject being studied.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities
18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations
19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated
20A=Other (specify) ____________________

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SURVEY B
5-13 No. 19637

NATIONAL COMPUTER SYSTEMS

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Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

SCIENCE

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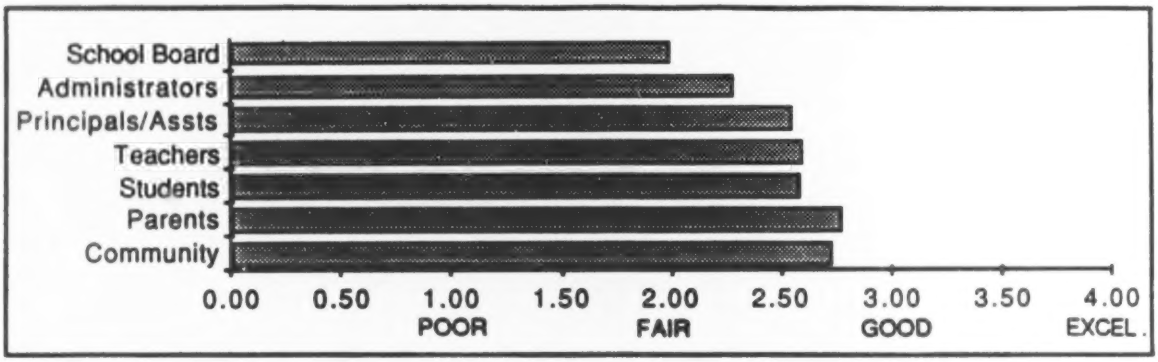
SCIENCE

Definition: Science is the study of the real, measurable physical universe. Science instruction encompasses the teaching of the concepts and skills necessary to equip all students to explore the universe, and to be acquainted with the impact of science and technology in everyday life.

Survey Respondents

School Board Members - 3	Students - 28
Administrators - 43	Parents - 45
Principals/Assistants - 28	Community Representatives - 34
Teachers - 62	Unidentified - 3
	Total Respondents - 246

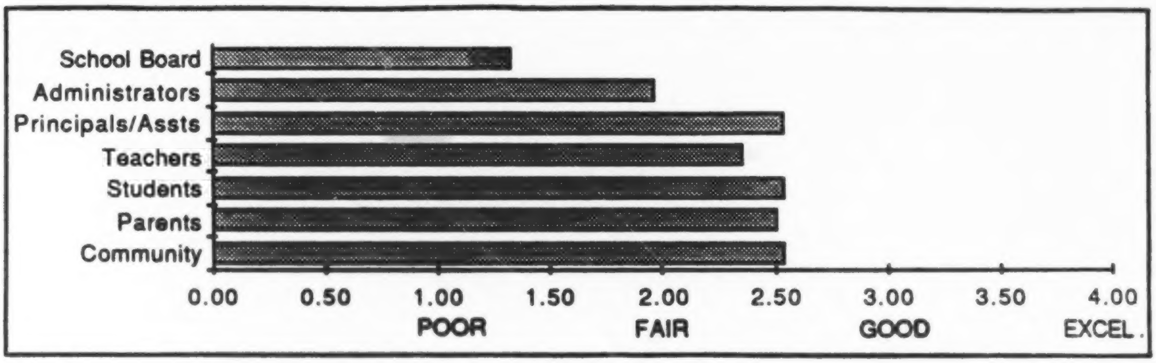
Goal Statement #1: To enable all elementary school students to demonstrate the scientific skills of observing, measuring, using space/time relationships, inferring/predicting, classifying and communicating their findings in the life and physical sciences.



Total responses - 208	No opinion - 31
No response - 6	Multiple response - 1

The three areas of greatest need as identified by respondents are: Equipment/Materials 23.1%, Budget 16.1%, Personnel 12.6%.

Goal Statement #2: To enable all junior high school students to formulate hypotheses, identify variables and draw conclusions; demonstrate knowledge of career choices in science, energy and resource management; and, communicate with scientific literacy in the life and physical sciences.

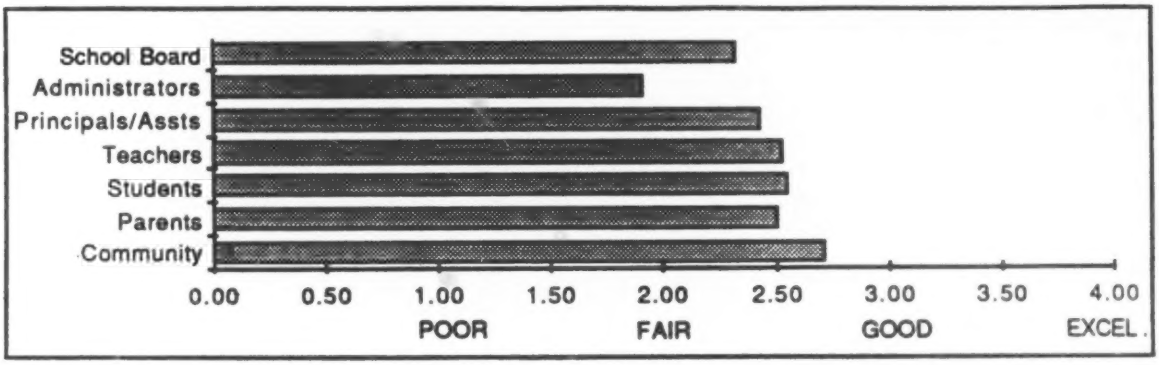


Total responses - 200
No response - 8

No opinion - 36
Multiple response - 2

The three areas of greatest need as identified by respondents are: Equipment/Materials 15.7%, Curriculum 12.1%, Personnel 10.1%.

Goal Statement #3: To enable all senior high school students enrolled in a science course to apply established scientific skills in laboratory work, communicate in a scientifically literate manner, and demonstrate knowledge of the scientific subject being studied.



Total responses - 184
No response - 10

No opinion - 52
Multiple response - 0

The three areas of greatest need as identified by respondents are: Equipment/Materials 19.9%, Personnel 13.1%, Budget 11.5%.

SCIENCE COMMENTS

The science curriculum should be updated, revised, made more participatory, integrated, standardized, matched to textbook(s), expanded and presented better. Staff need higher salaries, more training, and structured in-service staff development. Science labs need to be fully equipped, supplied and properly set-up. Several changes in elementary science were recommended including curriculum changes, science resource teachers working with classroom teachers, in-school laboratory experiences, visits to science labs and the establishment of elementary science rooms. One respondent thought that science should not be a priority area or that social science should be a higher priority.

Updating the Curriculum

- Update the curriculum for all student grade levels and non-graded levels.
- The curriculum should be revised to include more hands-on activities.
- Science as a social interest should be expanded and integrated into the curriculum either as a science or a social studies requirement to enable our graduates to perform their responsibilities in a democratic society to protect the environment and make wise decisions on the impact of science and technology on their lives.
- A standard curriculum which offers a rigorous K-12 science curriculum with supporting facilities, equipment and materials is needed for full implementation of a good science program.
- Select a curriculum that matches a textbook series preferred by the majority of teachers or make the CBA flexible enough to match two or three major texts.
- Add more items to the CBA to reduce incredibly erratic results or change the scoring.

Staff Development and Training

- More workshops and classes for teachers to learn new ways to introduce the subject matter to students is needed.
- Teachers need greater opportunities for staff development, experiences and professional growth in science.
- A planned/structured program of in-service staff development is needed.
    - for new teachers entering the system to become aquainted with curriculum
    - for tenured teachers who have been identified as being deficient in methodology, content, etc., to upgrade their skills.
- Teachers on the elementary level need on-going staff development with emphasis on content, methods and material selection.

- At the elementary level, it is essential to captivate and motivate the minds our our students who have the ability and interest to become contributors to the scientific field of knowledge. (4)

- There is a need to include human science resources in the classroom.

- Elementary students should be taken to functional science laboratories as a part. of their instruction.

- Each elementary school should have an area designated as a science room which is not in the regular classroom; it should be equipped for elementary students to participate in hands-on activities.

Evaluation

- Coordinator, equipment and facilities need to be evaluated in the elementary grades more regularly; they are not meeting the needs of our children.

- The science department needs to involve itself more directly with local schools in monitoring and assessment.

Budget

- Increase budget for science materials.

- Money to pay competitive salaries has kept this subject area from experiencing success.

- Improve salaries of professionals in DCPS so that trained, qualified people with science backgrounds will come into the teaching profession. (3)

Personnel Concerns

- Research staff is needed to work with schools from government and private industry.

- If minority students are to become proficient in science, it is imperative that DCPS provide committed, dedicated, and competent science instructors (even at higher salaries to compete with private industry). (3)

- A science resource teacher should be assigned to each elementary school to assist in providing needed science instruction.

Equipment and Materials

- When equipment and materials are delivered to a school they sit in crates for months before someone comes to hook them up. (Deal science lab.)
- A significant number of science labs are not equipped to provide the kinds of instruction necessary for student progress. (5)
- There is a need for more supplies (textbooks, workbooks, etc.)
- It is essential that science laboratories be developed and equipped with the latest technology at both the elementary and secondary levels.

Improving Instruction/Teaching Strategies

- There should be more science related visitations by students.
- As in all high school subjects, teachers need to be encouraged to demand, teach and expect more from students.
- A systemwide K-12 program is needed to involve, challenge and stimulate teachers, students and parents to become involved in learning science for now and the future.
- The goal "to enable all elementary school children to..." seems a bit unrealistic; it should be limited to students above the 1st or 2nd grades.
- Encourage all staff in the school to buy into the instructional goals and objectives of science, math, reading, writing, language and embed these instructional entities through the school life of all students.
- There should be science teachers working along with the classroom teachers so that together they enhance the study of science starting in the lower grades.
- Science should not be a priority goal area.
- Reading, mathematics and social science are more important for the average public school student.
- Greater use of technology is needed in the field of science.
- There should be more cooperation efforts with research and local agencies.
- Develop specific guidelines for the improvement of safety and security in the science labs/area in open space schools.

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SIDE 1

NEEDS ASSESSMENT

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME MATHEMATICS

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SURVEY NUMBER

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A-Parent 1B-Community Representative 1C-School Board Member

2A-Student, Grade K-6 2B-Student, Grade 7-12 2C-Student, Adult

3A-Teacher, Elementary 3B-Teacher, Secondary

4A-Principal/Assistant - Elementary 4B-Principal/Assistant - Secondary

5A-Other (specify) ______________________________

==

***Goal #1:** To increase sudents' ability to reason mathematically and to apply mathematics skills as reflected by improved standardized mathematics test scores of all students in elementary and secondary schools.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A-Poor 6B-Fair 6C-Good 6D-Excellent 6E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A-Budget	8A-Management	9A-Research
7B-Curriculum	8B-Organizational Structure	9B-Staff Development
7C-Equipment/Materials	8C-Personnel	9C-Student Entry Level
7D-Evaluation	8D-Planning	9D-Technology
7E-Facilities	8E-Policy Considerations	9E-Time Allocated

10A-Other (specify)______________________________

==

***Goal #2:** To improve the quality of teaching in all schools through a program of teacher education and increased supervision.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A-Poor 11B-Fair 11C-Good 11D-Excellent 11E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A-Budget	13A-Management	14A-Research
12B-Curriculum	13B-Organizational Structure	14B-Staff Development
12C-Equipment/Materials	13C-Personnel	14C-Student Entry Level
12D-Evaluation	13D-Planning	14D-Technology
12E-Facilities	13E-Policy Considerations	14E-Time Allocated

15A-Other (specify)______________________________

==

***Goal #3:** To refine the curriculum to reflect the recent trends in mathematics consistent with a technological society.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A-Poor 16B-Fair 16C-Good 16D-Excellent 16E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A-Budget	18A-Management	19A-Research
17B-Curriculum	18B-Organizational Structure	19B-Staff Development
17C-Equipment/Materials	18C-Personnel	19C-Student Entry Level
17D-Evaluation	18D-Planning	19D-Technology
17E-Facilities	18E-Policy Considerations	19E-Time Allocated

20A-Other (specify)______________________________

==

84

SURVEY B
5-21 No. 19637

NATIONAL COMPUTER SYSTEMS

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Goal #4: *To increase the number of students who take advanced mathematics courses.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor **21B**-Fair **21C**-Good **21D**-Excellent **21E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

- **22A**-Budget
- **22B**-Curriculum
- **22C**-Equipment/Materials
- **22D**-Evaluation
- **22E**-Facilities
- **23A**-Management
- **23B**-Organizational Structure
- **23C**-Personnel
- **23D**-Planning
- **23E**-Policy Considerations
- **24A**-Research
- **24B**-Staff Development
- **24C**-Student Entry Level
- **24D**-Technology
- **24E**-Time Allocated
- **25A**-Other (specify)______________________________

===

Goal #5: *To improve the mathematics abilities of high school graduates by increasing the number of Carnegie Units in mathematics required for graduation.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor **26B**-Fair **26C**-Good **26D**-Excellent **26E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

- **27A**-Budget
- **27B**-Curriculum
- **27C**-Equipment/Materials
- **27D**-Evaluation
- **27E**-Facilities
- **28A**-Management
- **28B**-Organizational Structure
- **28C**-Personnel
- **28D**-Planning
- **28E**-Policy Considerations
- **29A**-Research
- **29B**-Staff Development
- **29C**-Student Entry Level
- **29D**-Technology
- **29E**-Time Allocated
- **30A**-Other (specify)______________________________

===

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

MATHEMATICS

Y N
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NATIONAL
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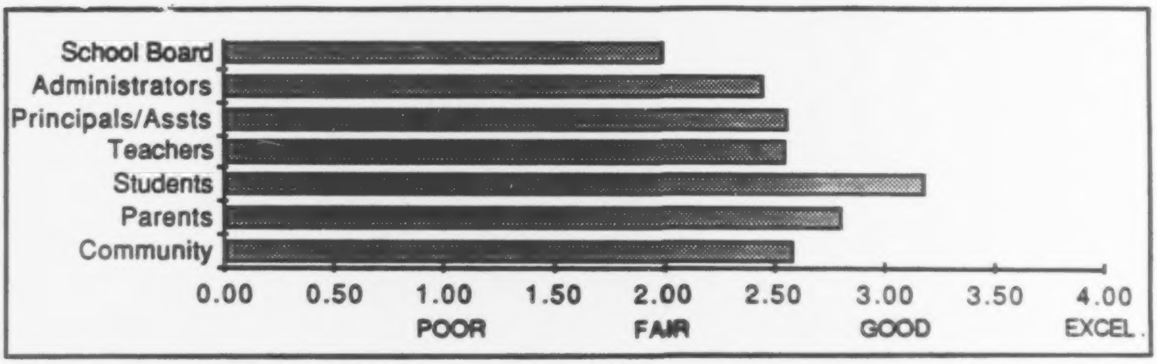
MATHEMATICS

Definition: Mathematics is the knowledge of the general laws governing quantities and forms and of the relationships between them. Mathematics instruction encompasses the teaching of the concepts and applications of mathematics, and the development of analytical thinking, enabling students to apply mathematics in both familiar and new situations.

Survey Respondents

School Board Members - 3
Administrators - 46
Principals/Assistants - 40
Teachers - 68
Students - 24
Parents - 45
Community Representatives - 36
Unidentified - 3
Total Respondents - 265

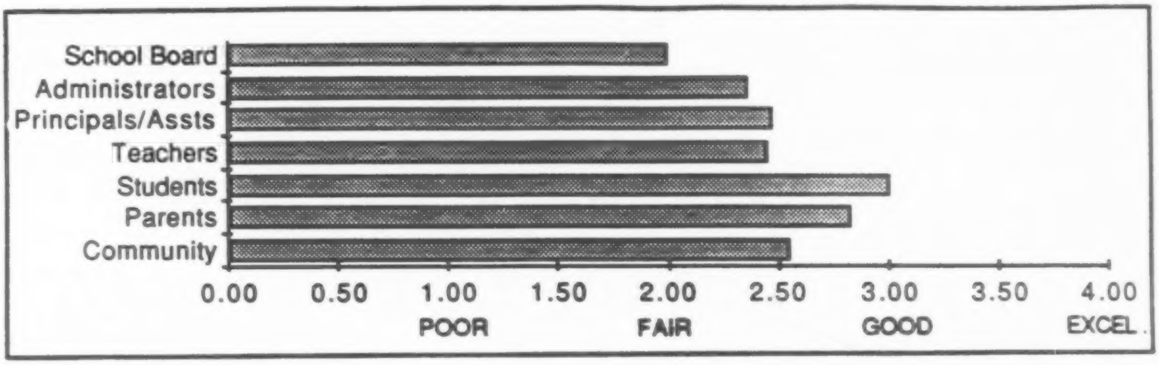
Goal Statement #1: To increase students' ability to reason mathematically and to apply mathematics skills as reflected by improved standardized mathematics test scores of all students in elementary and secondary schools.



Total responses - 242
No response - 14
No opinion - 9
Multiple response - 0

The three areas of greatest need as identified by respondents are: Curriculum 17.9%, Personnel 16.4%, Staff Development 15.0%.

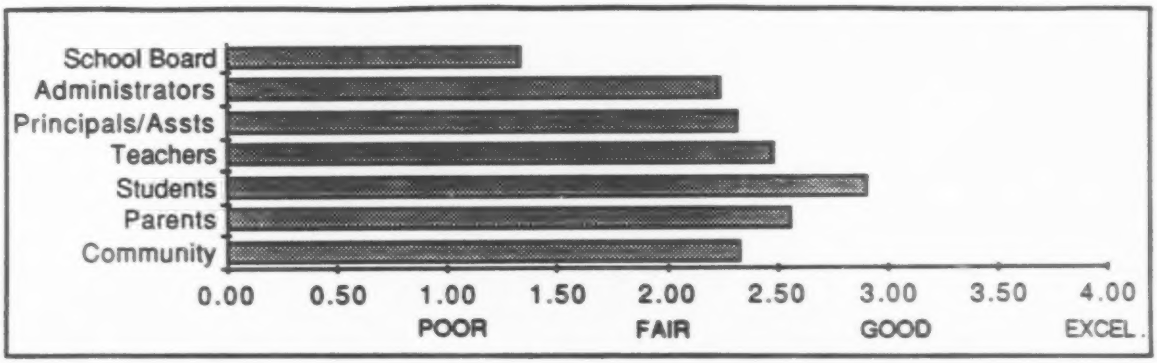
Goal Statement #2: To improve the quality of teaching in all schools through a program of teacher education and increased supervision.



Total responses - 242
No response - 13
No opinion - 10
Multiple response - 0

The three areas of greatest need as identified by respondents are: Staff Development 24%, Personnel 18.9%, Budget 10.9%.

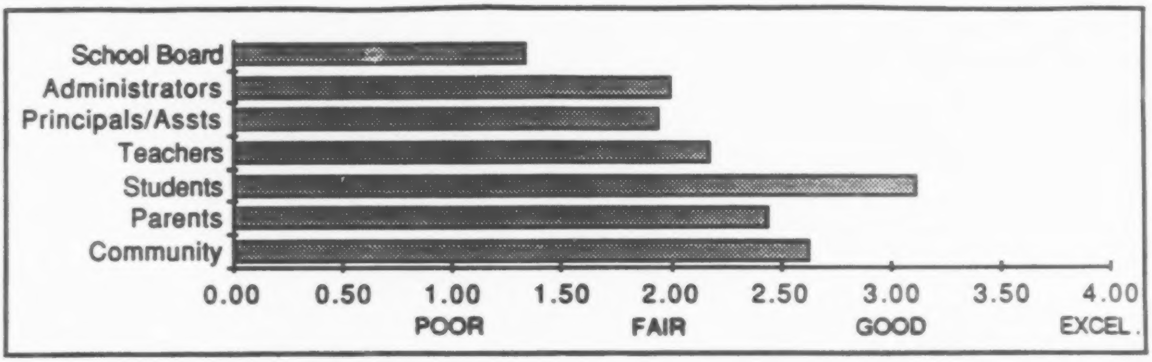
Goal Statement #3: To refine the curriculum to reflect the recent trends in mathematics consistent with a technological society.



Total responses - 237
No response - 10
No opinion - 18
Multiple response - 0

The three areas of greatest need as identified by respondents are: Curriculum 17.2%, Budget 12.0%, Planning 10.5%.

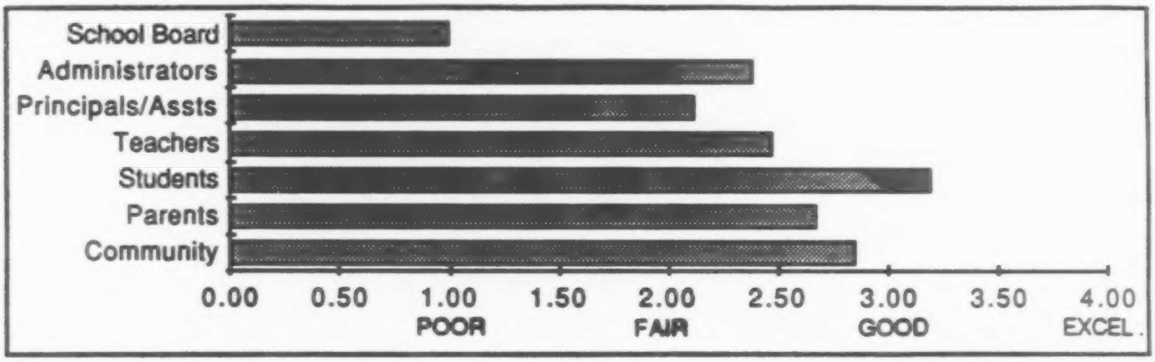
Goal Statement #4: To increase the number of students who take advanced mathematics courses.



Total responses - 208
No response - 30
No opinion - 26
Multiple response - 1

The three areas of greatest need as identified by respondents are: Student Entry Level 17.0%, Personnel 15.4%, Curriculum 15.4%.

Goal Statement #5: To improve the mathematics abilities of high school graduates by increasing the number of Carnegie Units in mathematics required for graduation.



Total responses - 168
No response - 53
No opinion - 43
Multiple response - 1

The three areas of greatest need as identified by respondents are: Curriculum 20.0%, Personnel 12.0%, Planning 12.0%.

MATHEMATICS COMMENTS

Comments from participants on mathematics focused on improvement of classroom instruction with special attention for both the remedial student and the mathematically gifted student. Strategies for improving instruction centered on improving current teachers through higher teacher standards, supervision and staff development, more teachers and higher salaries. A feeling of the critical importance of mathematics was communicated, with an eye toward hands-on materials for elementary students and appropriate placement of secondary students.

Improving Classroom Instruction

- The system needs to take a strong look at the techniques and strategies used to teach math; to ensure that students are being taught in an effective way to understand math application and reasoning. Students need to be taught to think inductively and deductively in order to be successful in math.
- Teachers need to learn more interesting ways to motivate students in math. Introduction to math applications in everyday life should be stressed.
- Student groups should be organized.
- Increasing Carnegie Units will not improve ability. Inability of students to perform is based on poor management of the sequence of math.

Improving the Teaching Staff

- Professional standards should be raised.
- Early solid math background should begin in elementary schools. It is too important to leave to chance. Assign math personnel of high school caliber to elementary schools.
- The priority of qualified and effective math teachers is a major problem. Solutions include higher salaries, incentives, and corporate/school personnel exchange programs. (3)

Increased Number of Mathematics Teachers

- Use more personnel to have fewer students to a class so there is more time for individuals. (2)
- More competent and qualified teachers should be hired. (2)
- All schools should have a math resource teacher.

Supervision and Staff Development

- Supervision is the key - and on the secondary level, mathematics must be supervised by math professionals. The current use of "generalists"or secondary supervisors from the regions is not adequate to meeting the needs of math teachers.

- Supervisors are not available as much as the need presents for instructional assistance.
- Require mandatory retraining of all math teachers who are not prepared to provide instruction for high technology.

Classroom Materials and Resources

- More manipulatives must be used in the earlier years to set a fundamental foundation.
- Materials utilized need to arrive in early September, so as to provide the maximum assistance for the current year. Too often supplies (workbooks) arrive in January, February and March.
- On the elementary level, we need as much hands-on and expendable materials as we can get each year, not every two or three years.
- Consider the use of film shows, other visual aids and speakers to help students acquire better concept of mathematics.
- There should be additional use of computers by instructional aides.
- Renovate math laboratories to meet high tech standards.
- Integrate Instructional Television (ITV) software into all levels of the curriculum. Select, evaluate, and recommend programming from national sources to support the priority goal.
- Use the Corporate Involvement Program to secure special lectures for topics in mathematics.

Addressing Student Needs

- There should be extra mathematics courses for children with low test scores.
- Teachers should be willing to tutor students.
- Tutoring programs must be incorporated within our schools to assist our students in achieving greater test scores in these fields.
- We need more parent/community-with-teacher involvement in our schools. (2)
- As much time as necessary should be spent with each student until the concept is understood.

Student Placement

- Inability of students to perform is based on poor counseling at the beginning of junior high school.
- Students should be assessed and placed in the math courses based on their entry levels. Test students in the first 2 weeks of a new class to determine what they have forgotten over the summer in order to truly know if they are at right level to begin with. Reinforcement could save many of our students. (2)
- Make the standards higher for college. Now anyone can go to college.
- I would not like to see any student who hasn't mastered basic math skills be promoted to the next grade. Too many functional illiterates are graduating from school.
- Identify children with exceptional aptitude for math at the elementary level and instill a desire to learn.
- Keep students motivated to achieve at the highest levels.
- We must provide opportunities for "math whizzes" to proceed beyond basic grade level requirements while remaining at grade level in all other subjects. This is done on a "spot" basis. Better teacher training to bolster this is needed.

Value of Mathematics in Society for Students

- Greater emphasis must be placed on the importance of school children learning math and science.
- In our highly technological society, substantially more time, money, and expertise must be targeted towards the goal of helping our students become competitive in the world of work.
- "I feel that mathematics are a very important part of our life, and I feel that we, as students, should get as much as possible."

Miscellaneous

- Allocation of time and priorities should be made after viewing overall requirement holistically. There is the tendency to have too many top priorities.

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NEEDS ASSESSMENT

SCAN BOTH SIDES
WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Group Identification:

(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ____________________

==

Goal #1: *To build upon the knowledge, strength and life experiences that children bring to school.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities

8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations

9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated

10A=Other (specify)____________________

==

Goal #2: *To provide for the development of the whole child.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities

13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations

14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated

15A=Other (specify)____________________

==

Goal #3: *To ensure a healthy, safe, and secure environment that promotes optimal learning.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities

18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations

19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated

20A=Other (specify)____________________

==

FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME **EARLY CHILDHOOD**

SURVEY NUMBER

92

SURVEY B
5-29 No. 19637

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Goal #4: *To strengthen staff's ability to implement the early childhood education program through continuous staff development.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A=Poor **21B**=Fair **21C**=Good **21D**=Excellent **21E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A=Budget
22B=Curriculum
22C=Equipment/Materials
22D=Evaluation
22E=Facilities
23A=Management
23B=Organizational Structure
23C=Personnel
23D=Planning
23E=Policy Considerations
24A=Research
24B=Staff Development
24C=Student Entry Level
24D=Technology
24E=Time Allocated
25A=Other (specify)________________________________

Goal #5: *To promote parent-professional partnerships.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A=Poor **26B**=Fair **26C**=Good **26D**=Excellent **26E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A=Budget
27B=Curriculum
27C=Equipment/Materials
27D=Evaluation
27E=Facilities
28A=Management
28B=Organizational Structure
28C=Personnel
28D=Planning
28E=Policy Considerations
29A=Research
29B=Staff Development
29C=Student Entry Level
29D=Technology
29E=Time Allocated
30A=Other (specify)________________________________

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

EARLY CHILDHOOD

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EARLY CHILDHOOD

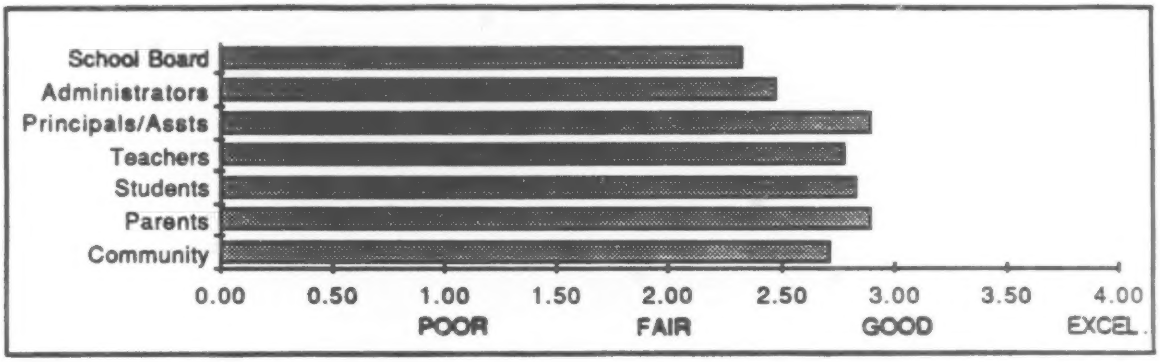
Definition: While early childhood describes the period of human growth from birth to eight years of age, the early childhood education program is primarily concerned with children through age five. The program provides educational experiences which respect each child's unique growth and cultural patterns with equal attention and care given to emotional, physical, intellectual, and social development.

Survey Respondents

School Board Members - 3
Administrators - 48
Principals/Assistants - 33
Teachers - 62

Students - 31
Parents - 52
Community Representatives - 30
Unidentified - 13
Total Respondents - 272

Goal Statement #1: To build upon the knowledge, strength and life experiences that children bring to school.

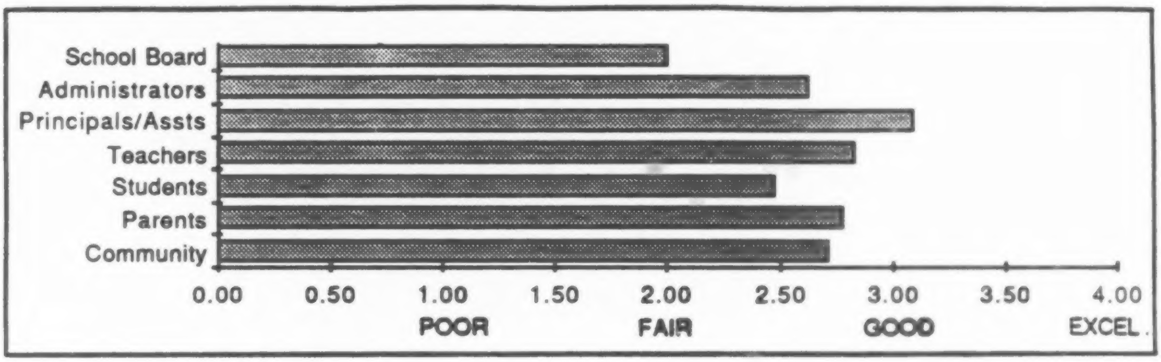


Total responses - 248
No response - 12

No opinion - 12
Multiple response - 0

The three areas of greatest need as identified by respondents are: Staff Development 13.0%, Planning 11.6%, Curriculum 11.6%.

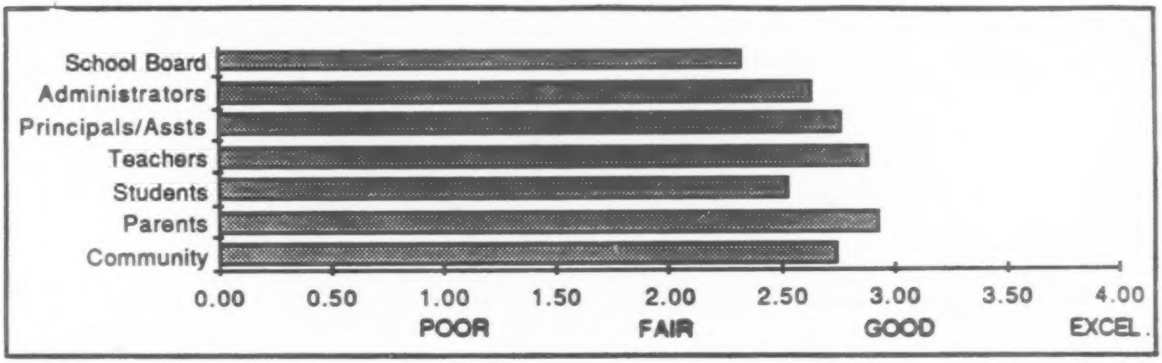
Goal Statement #2: To provide for the development of the whole child.



Total responses - 240	No opinion - 13
No response - 15	Multiple response - 4

The three areas of greatest need as identified by respondents are: Personnel 12.3%, Curriculum 11.8%, Staff Development 10.9%.

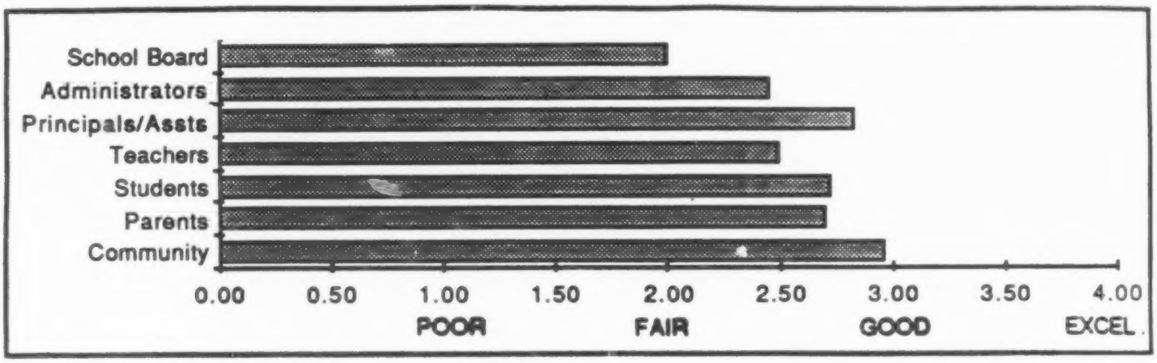
Goal Statement #3: To ensure a healthy, safe, and secure environment that promotes optimal learning.



Total responses - 253	No opinion - 4
No response - 14	Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 16.8%, Facilities 15.9%, Equipment/Materials 15.0%.

Goal Statement #4: To strengthen staff's ability to implement the early childhood education program through continuous staff development.

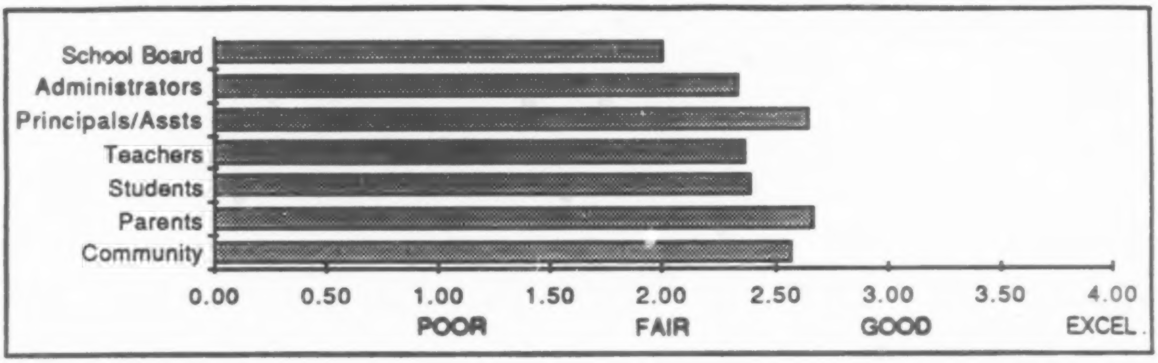


Total responses - 221
No response - 33

No opinion - 18
Multiple response - 0

The three areas of greatest need as identified by respondents are: Staff Development 33.9%, Budget 10.4%, Management 9.4%.

Goal Statement #5: To promote parent-professional partnerships.



Total responses - 221
No response - 38

No opinion - 13
Multiple response - 0

The four areas of greatest need as identified by respondents are: Planning 23.9%, Organizational Structure 15.7%, Management 9.6%, Staff Development 9.6%.

EARLY CHILDHOOD COMMENTS

Respondents were very positive about the Early Childhood program, even suggesting that the program be mandatory at age 5 and become a continuum with the primary grades. The scope of early childhood education may be so large that citywide coordination of community and public services should be coordinated. Suggestions for improvement included making teachers, principals and parents more aware of the needs of young children, providing adequate space and equipment, developing a stronger role for parents, and expanding curricululm to be more visually based and oriented to the child's home and community environment.

Early Childhood Program

- It is probably one of the better programs instituted in the D. C. Public Schools. I think its format should be part of a gradual transition into the regular school curriculum, maintaining that eager attitude for learning.

- My general impression of the citywide situation is that the early childhood, primary and elementary programs/schools are the strongest; the older the child becomes the more difficult the child is to handle in terms of the numerous factors.

- My child has always had a learning problem and some schools don't help.

- Probably the strongest part of the system based on my observation.

Policy Considerations

- It is important that the system serve these young children well, and should, therefore, give some consideration to the number of children who can be served by the system taking into consideration, space, funds and the quality of teachers available. The system should consider the entire community's programs rather than trying to do it all. Develop a coordinated system of child care services including public and private not-for-profit organizations.

- Organize all early childhood activites under one umbrella.

- If a kindergarten education is not currently mandatory for children age 5, I would suggest that it be placed under consideration.

- To reorganize early childhood on a pre-kindergarten to 3rd grade continuum should be considered.

- Develop community prototypes for youth care, training and development.

Personnel Development

- Train teachers to be aware of medical, emotional, social and dietary needs of students.
- Recertification courses should be required which train teachers to view human relationships and communication skills as part of effective teaching.
- Students (in early childhood) need to see and experience males in leadership situations.
- Train principals and inform them of the special needs and requirements in this area.
- Hire competent managers.

Equipment and Materials

- Provide classroom teachers with appropriate classroom size, space and materials needed to meet the special needs of the students.
- The special education early childhood program should be as well furnished, equipped, and staffed as the regular program.

Parental Involvement

- We must work to improve school, parent, and community relationships so that parents are willing and capable of working in the schools.
- Develop a means for even greater parental input.
- Parenting workshops should be provided.
- I believe there is greater need for a partnership networking program implemented for parents. The parents need to understand that the child develops in four areas... cognitive, social, emotional and physical. The stress should not be placed primarily upon cognitive growth.
- We need closer interaction and a stronger working relationship between our teachers and parents.
- The early childhood program citywide needs to include classes/institutions in parenting skills.

Direction for Curriculum

- Include the environment in which the child develops.
- The school system needs to pay more attention to the cultural and social needs of the students. They should focus on the students' positive cultural experiences. More attention should be paid to research with urban students.
- The curriculum offering for early childhood education should be modified to focus on substantive offerings beyond readiness.
- Since we are serving children who are developmentally younger, curriculum must be written for developmental levels 0-5.
- Educators need to look at curriculums and programs for preschool and kindergarten. Too much time is spent on the cognitive domain and the affective domain is neglected. There are certain socialization skills that are vitally important to student development that are being overlooked.
- A Christian family living curriculum should be implemented from kindergarten through 12th grade, teaching basics such as: meal planning, budgeting, banking, clean family living, pride, etc.
- More visual aid equipment is needed to develop visual literacy.
- Obtain, evaluate and select media/ITV materials to augment the early childhood curriculum. Many available materials could motivate and provide a springboard for additional resources for early childhood programs.

Printed in U.S.A. SIDE 1

NEEDS ASSESSMENT

SCAN BOTH SIDES
WITH ONE PASS

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A–Parent 1B–Community Representative 1C–School Board Member

2A–Student, Grade K-6 2B–Student, Grade 7-12 2C–Student, Adult

3A–Teacher, Elementary 3B–Teacher, Secondary

4A–Principal/Assistant - Elementary 4B–Principal/Assistant - Secondary

5A–Other (specify) ______________________

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Goal #1: *To enable special education students to master an increasing number of IEP objectives.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A–Poor 6B–Fair 6C–Good 6D–Excellent 6E–No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A–Budget	8A–Management	9A–Research
7B–Curriculum	8B–Organizational Structure	9B–Staff Development
7C–Equipment/Materials	8C–Personnel	9C–Student Entry Level
7D–Evaluation	8D–Planning	9D–Technology
7E–Facilities	8E–Policy Considerations	9E–Time Allocated

10A–Other (specify) ______________________

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Goal #2: *To provide free and appropriate public education to all identified handicapped children of school age in the District of Columbia who are not receiving a private education.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A–Poor 11B–Fair 11C–Good 11D–Excellent 11E–No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A–Budget	13A–Management	14A–Research
12B–Curriculum	13B–Organizational Structure	14B–Staff Development
12C–Equipment/Materials	13C–Personnel	14C–Student Entry Level
12D–Evaluation	13D–Planning	14D–Technology
12E–Facilities	13E–Policy Considerations	14E–Time Allocated

15A–Other (specify) ______________________

================================

Goal #3: *To provide appropriate diagnostic, IEP development and placement services to all children in the D.C. Public Schools suspected and/or identified as handicapped.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A–Poor 16B–Fair 16C–Good 16D–Excellent 16E–No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A–Budget	18A–Management	19A–Research
17B–Curriculum	18B–Organizational Structure	19B–Staff Development
17C–Equipment/Materials	18C–Personnel	19C–Student Entry Level
17D–Evaluation	18D–Planning	19D–Technology
17E–Facilities	18E–Policy Considerations	19E–Time Allocated

20A–Other (specify) ______________________

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SURVEY NUMBER

FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME **SPECIAL EDUCATION**

100 SURVEY B
5-37 No. 19637

NATIONAL COMPUTER SYSTEMS

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Goal #4: *To maintain contact and liaison with parent, advocacy and other community based groups, as appropriate, in planning and implementing special education services and activities.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor 21B-Fair 21C-Good 21D-Excellent 21E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget	23A-Management	24A-Research
22B-Curriculum	23B-Organizational Structure	24B-Staff Development
22C-Equipment/Materials	23C-Personnel	24C-Student Entry Level
22D-Evaluation	23D-Planning	24D-Technology
22E-Facilities	23E-Policy Considerations	24E-Time Allocated

25A-Other (specify)______________________________

Goal #5: *To progressively improve the services of Special Education Programs through efficient management, comprehensive personnel development, compliance with federal and local laws and mandates, and provision of programs of quality defined by State Requirements and Program Standards.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor 26B-Fair 26C-Good 26D-Excellent 26E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A-Budget	28A-Management	29A-Research
27B-Curriculum	28B-Organizational Structure	29B-Staff Development
27C-Equipment/Materials	28C-Personnel	29C-Student Entry Level
27D-Evaluation	28D-Planning	29D-Technology
27E-Facilities	28E-Policy Considerations	29E-Time Allocated

30A-Other (specify)______________________________

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

SPECIAL EDUCATION

Y N
21 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
22 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
23 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
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NATIONAL COMPUTER SYSTEMS

SPECIAL EDUCATION

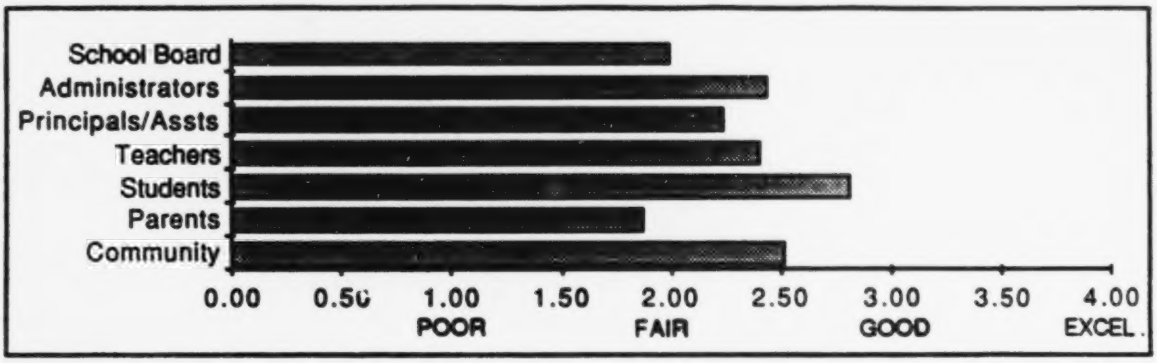
Definition: Special education is specially designed instruction, at no cost to parents, to meet the unique needs of identified handicapped children ages 3 through 21 in the District of Columbia. The guidelines for this program are found in the Rules of the Board of Education and must meet the mandates of Public Law 94-142, the Education For All Handicapped Children Act.

Survey Respondents

School Board Members - 3
Administrators - 40
Principals/Assistants - 30
Teachers - 72

Students - 24
Parents - 66
Community Representatives - 31
Unidentified - 5
Total Respondents - 271

Goal Statement #1: To enable special education students to master an increasing number of IEP objectives.

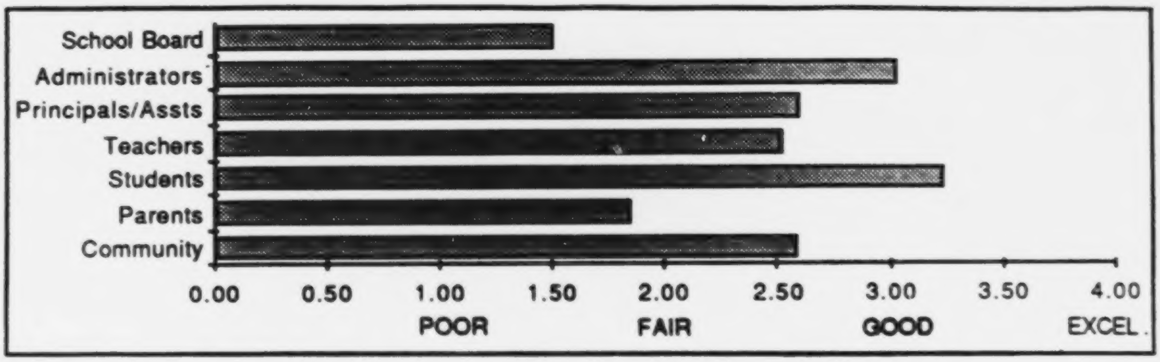


Total responses - 236
No response - 11

No opinion - 24
Multiple response - 0

The three areas of greatest need as identified by respondents are: Personnel 22.9%, Budget 15.7%, Organizational Structure 10.8%.

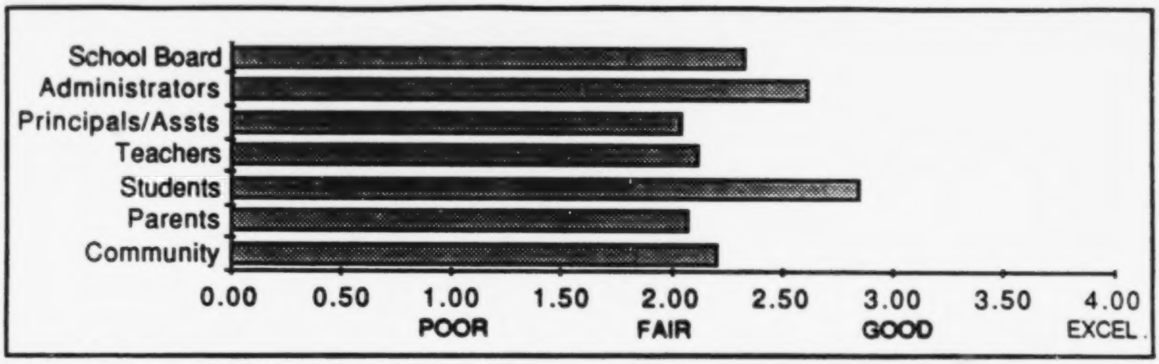
Goal Statement #2: To provide free and appropriate public education to all identified handicapped children of school age in the District of Columbia who are not receiving a private education.



Total responses - 246
No response - 10
No opinion - 15
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 18.2%, Organizational Structure 13.9%, Personnel 13.4%.

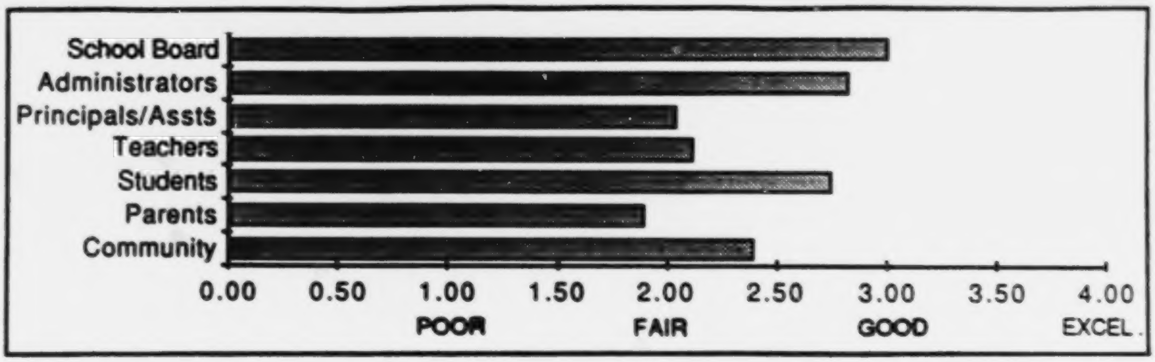
Goal Statement #3: To provide appropriate diagnostic, IEP development and placement services to all children in the D.C. Public Schools suspected and/or identified as handicapped.



Total responses - 245
No response - 9
No opinion - 16
Multiple response - 1

The three areas of greatest need as identified by respondents are: Personnel 21.6%, Budget 18.9%, Evaluation 12.3%.

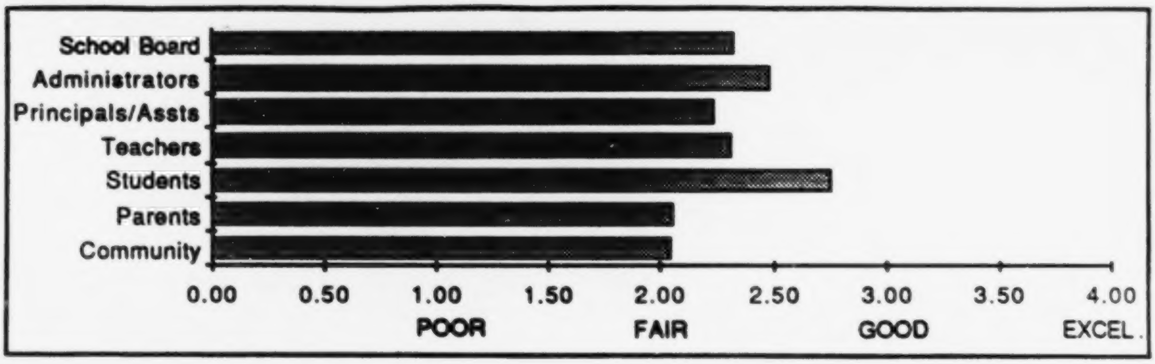
Goal Statement #4: To maintain contact and liaison with parent, advocacy and other community-based groups, as appropriate, in planning and implementing special education services and activities.



Total responses - 238 No opinion - 16
No response - 17 Multiple response - 0

The three areas of greatest need as identified by respondents are: Organizational Structure 20.1%, Personnel 15.0%, Planning 14.0%.

Goal Statement #5: To progressively improve the services of Special Education Programs through efficient management, comprehensive personnel development, compliance with federal and local laws and mandates, and provision of programs of quality defined by State Requirements and Program Standards.



Total responses - 230 No opinion - 16
No response - 25 Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 17.0%, Management 17.0%, Planning 15.6%.

SPECIAL EDUCATION COMMENTS

Comments of respondents to the Special Education goal statements indicated a continuing concern about management and organizational structure in special education. Other concerns focused on: identification and placement of students, the need for additional personnel including qualified paraprofessionals, staff development, and delivery of services to bilingual children.

Improving Classroom Instruction

- Create procedures that allow less time for students to access special education services in the Least Restrictive Environment (LRE).
- Services to and for children below age 6 currently enrolled in regular education programs barely exist; somehow the priority of serving all children filters through the cracks.
- Until we realize and accept what we are doing is wrong, we will continue to have problems.
- The children need more activities.

Personnel/Organizational Structure/Management

- It is critical that we redevelop a viable and workable organizational structure which addresses the follow-up of: policy (national and local), effective management, organization, and more teacher input, and major improvements in management and organizational structure and operations are necessary to provide appropriate education to special education students. (2)
- Look at new models in providing services in classrooms. Move to use more qualified paraprofessionals.
- We need to re-plan having untrained teachers attempting to work with handicapped students in mainstream classes.
- More staff is needed -- a 1 to 16 pupil-teacher ratio is desirable; more trained professionals and support resources are needed to augment special education services; adequate staffing levels must be provided; non-compliance with Public Law 94-142 will continue unless staffing levels are increased; schools need a full-time Pupil Personnel Worker to assist the schools when there is an excessive amount of referrals; more special education teachers would result in smaller groups, more success, and individualized instruction; and, if a child is slow catching up with other children, the school should have special teachers just for that slow learner. (6)
- The children need more professional help from doctors.

- Need knowledgeable Individualized Educational Program (IEP) writers who actually deal with these children instead of using books from which objectives are copied. Need more personnel to implement objectives that are relevant to each student.

Staff Development

- Handicapped children should start being evaluated through the public health clinics, hospital clinics and through public awareness. The school board should have staff development affiliated with the above-mentioned clinics.

- We need to attract more qualified teachers and provide them with state-of-the-art staff development; and, provide more personnel to provide special education services. (2)

- Personnel are not sensitive to the needs of the students.

Identification and Placement

- More time should be taken in student placement and testing.

- Identification and placement is much too slow.

- Students should be placed from the standpoint of variety rather than stratification, to open the way for mainstreaming.

Bilingual

- More special education programs are needed for Hispanics. (22)

- Regular Saturday programs are needed in English. (10)

- Improve special education services for Limited English Proficiency (LEP) students who have nowhere to go for a bilingual special education program. (2)

Budget

- [Special Education] needs more money to improve.

- Special Education needs more financial support in order to realize goals of DCPS.

106

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SIDE 1

NEEDS ASSESSMENT

SCAN BOTH SIDES
WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FEED THIS DIRECTION

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ______________________________

Goal #1: To improve English as a Second Language (ESL) instruction through refined curriculum, teacher supervision, course referral for certification, and expanded language courses for teachers and administrators.

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities
8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations
9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated
10A=Other (specify) ______________________________

Goal #2: To increase services to students for whom English is a second language by expanding the number of aides to at least one per center, and establishing cluster schools.

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities
13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations
14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated
15A=Other (specify) ______________________________

Goal #3: To increase the student enrollment by providing and expanding a job training component, services to academically delayed students, a drop-out prevention program, and the family training program.

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities
18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations
19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated
20A=Other (specify) ______________________________

Y N
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Y N
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Y N
3 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
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SURVEY NUMBER

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME
**SPECIAL NEEDS/
ALTERNATIVE PROGRAMS**

107 SURVEY B
5-45 No. 19637

NATIONAL
COMPUTER
SYSTEMS
NCS

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Goal #4: *To refine student testing and placement procedures with new instruments, the use of computers, and improved communication with school principals.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor **21B**-Fair **21C**-Good **21D**-Excellent **21E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget
22B-Curriculum
22C-Equipment/Materials
22D-Evaluation
22E-Facilities

23A-Management
23B-Organizational Structure
23C-Personnel
23D-Planning
23E-Policy Considerations

24A-Research
24B-Staff Development
24C-Student Entry Level
24D-Technology
24E-Time Allocated

25A-Other (specify)______________________________

****

SPECIAL NEEDS/ALTERNATIVE PROGRAMS

Y N
21 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
22 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
23 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
24 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
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Y N
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Y N
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NATIONAL
COMPUTER
SYSTEMS

SPECIAL NEEDS/ALTERNATIVE PROGRAMS

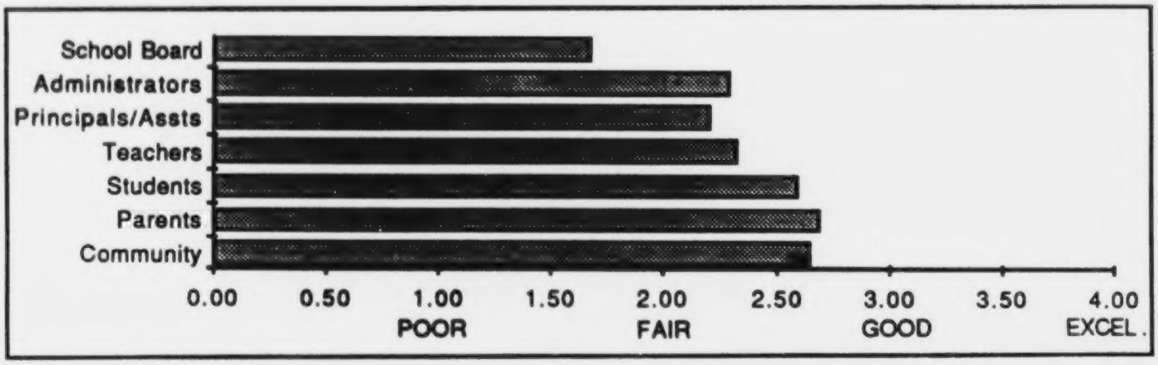
Definition: Bilingual education provides learning experiences enabling students of non-English proficiency, and limited-English proficiency (NEP/LEP) to acquire and develop both English and the native language in their spoken and written forms. Bilingual learning services incorporate techniques and methods in approaches that converge on the students' language acquisition needs, enabling them to participate fully and successfully in mainstreamed classrooms.

Survey Respondents

School Board Members - 3
Administrators - 47
Principals/Assistants - 40
Teachers - 70

Students - 26
Parents - 42
Community Representatives - 34
Unidentified - 0
Total Respondents - 262

Goal Statement #1: To improve English as a Second Language (ESL) instruction through refined curriculum, teacher supervision, course referral for certification, and expanded language courses for teachers and administrators.

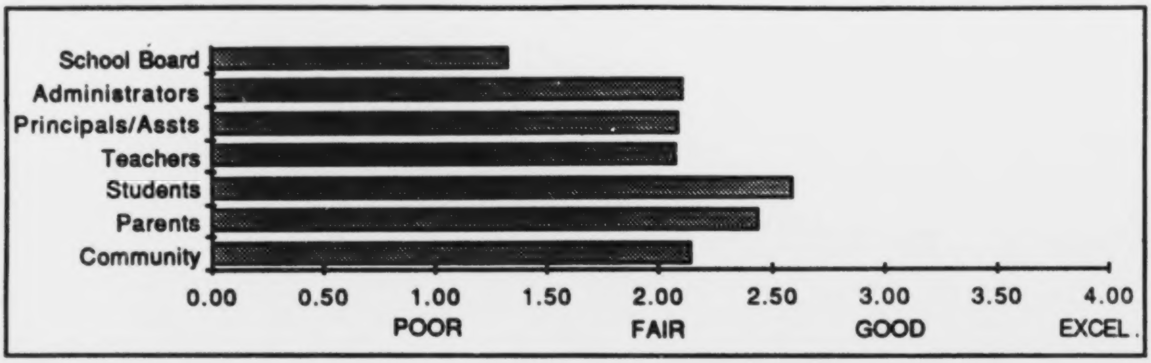


Total responses - 209
No response - 16

No opinion - 37
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 18.4%, Personnel 16.5%, Staff Development 16.5%.

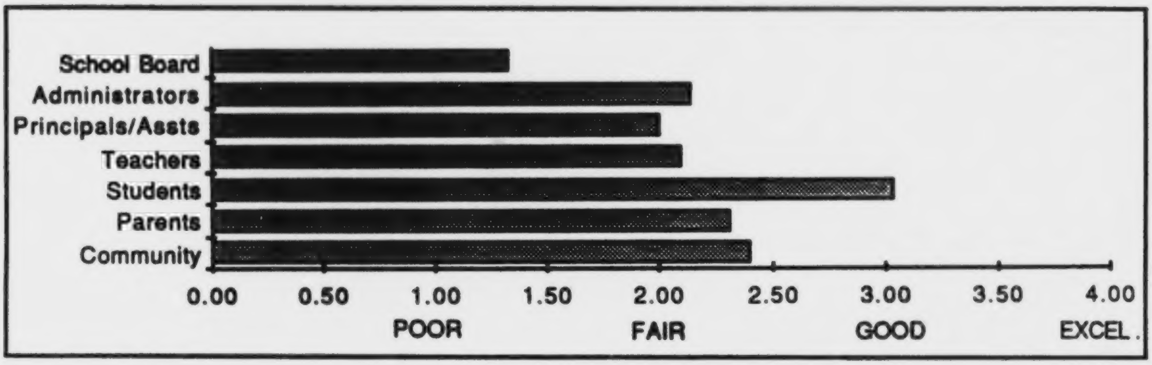
Goal Statement #2: To increase services to students for whom English is a second language by expanding the number of aides to at least one per center, and establishing cluster schools.



Total responses - 211
No response - 9
No opinion - 42
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 42.7%, Personnel 21.8%, Organizational Structure 6.3%.

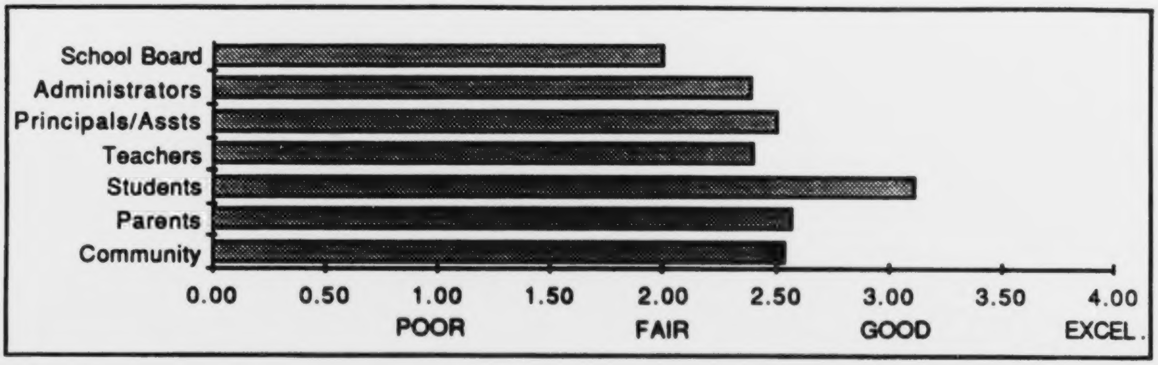
Goal Statement #3: To increase the student enrollment by providing and expanding a job training component, services to academically delayed students, a drop-out prevention program, and the family training program.



Total responses - 233
No response - 8
No opinion - 21
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 33.2%, Personnel 12.0%, Planning 10.6%.

Goal Statement #4: To refine student testing and placement procedures with new instruments, the use of computers, and improved communication with school principals.



Total responses - 216	No opinion - 20
No response - 26	Multiple response - 0

The four areas of greatest need as identified by respondents are: Budget 18.3%, Equipment/Materials 12.0%, Management 9.4%, Planning 9.4%.

SPECIAL NEEDS/ALTERNATIVE PROGRAMS

Persons responding to the area of Special Needs/Alternative Programs reflected the unclear definition of this over-arching goal. They recognized that special student groups, such as special education, bilingual and overage children and adults, were the population of concern for this goal, but they called for a stronger direction to the school system's efforts. Increased budget and personnel were called for. Alternative Programs were recognized as a major avenue to address the special needs of school drop-outs.

Program Direction

- A series of roundtables are needed to include Board, Superintendent, principals, community leaders, etc., to see where we are and where we are going.
- A "PR" problem - as a member of the parent community, I really have no idea what special needs programs exist.
- More psychologist, sociologists and trained/skilled counselors are needed to evaluate, place, prescribe and follow-up on students who have special academic, emotional, and social needs.
- Provide for more behavior modification/management classes for hyperactive/socially maladjusted elementary-aged students.

Special Student Groups

- Provide more alternative programs for elementary school students who are overage underachievers at grade 6.
- More Chinese youth programs, parent programs, as well as attendance counselors are needed. (3)
- Where are the goals for special education, especially for students and staff in state school? Have we forgotten?
- Expansion of English as a Second Language (ESL) instructions is needed at the adult level, too.

Increased Budget and Personnel

- Budget and personnel are main constraints to these realistic needs. (3)
- All of these goals are excellent, but very costly. I would enlist the help of the business community.

Dropout Prevention

- High priority must be given to the development of alternative programs designed to retain students in the D. C. Public Schools, as well as reclaim those who for a variety of reasons dropped out.
- Develop a comprehensive vocational training program for students ages 12-16, who are academically delayed and potentially dropouts. A job training component will keep students interested in staying in school; it will give them responsibility and help them mature. (2)
- There should be more life survival skills taught -- hands-on.
- Additional evening high schools - not community schools or adult education centers - more high schools (9-12) with high school diplomas.

NEEDS ASSESSMENT

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SECONDARY SCHOOL IMPROVEMENT
(Instruction/Curriculum)

SURVEY NAME ____________

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Group Identification:

(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ____________

***Goal #1:** To progressively increase the achievement scores of secondary school students on standardized tests such as the Comprehensive Tests of Basic Skills (CTBS) and Scholastic Aptitude Tests (SAT).*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities
8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations
9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated
10A=Other (specify) ____________

***Goal #2:** To improve the success of secondary school students as evidenced by fewer students receiving lower than a "C" average, more students passing the end-of-course examinations, fewer student drop-outs, and increased attendance rates.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities
13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations
14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated
15A=Other (specify) ____________

***Goal #3:** To implement in each senior high school its school improvement program reflecting the school's individual needs.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities
18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations
19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated
20A=Other (specify) ____________

SURVEY NUMBER

SURVEY B

114 5-53 No. 19637

NATIONAL COMPUTER SYSTEMS NCS

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Goal #4: *To implement in each junior high school its school improvement program reflecting the school's individual needs.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor 21B-Fair 21C-Good 21D-Excellent 21E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget
22B-Curriculum
22C-Equipment/Materials
22D-Evaluation
22E-Facilities
23A-Management
23B-Organizational Structure
23C-Personnel
23D-Planning
23E-Policy Considerations
24A-Research
24B-Staff Development
24C-Student Entry Level
24D-Technology
24E-Time Allocated
25A-Other (specify)____________________________________

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Goal #5: *To provide staff development activities to every teacher, including specific staff leadership training, which will result in ongoing staff planning for school improvement.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor 26B-Fair 26C-Good 26D-Excellent 26E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A-Budget
27B-Curriculum
27C-Equipment/Materials
27D-Evaluation
27E-Facilities
28A-Management
28B-Organizational Structure
28C-Personnel
28D-Planning
28E-Policy Considerations
29A-Research
29B-Staff Development
29C-Student Entry Level
29D-Technology
29E-Time Allocated
30A-Other (specify)____________________________________

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Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

SECONDARY SCHOOL IMPROVEMENT
(Instruction/Curriculum)

NATIONAL COMPUTER SYSTEMS

SECONDARY SCHOOL IMPROVEMENT

(Instruction/Curriculum)

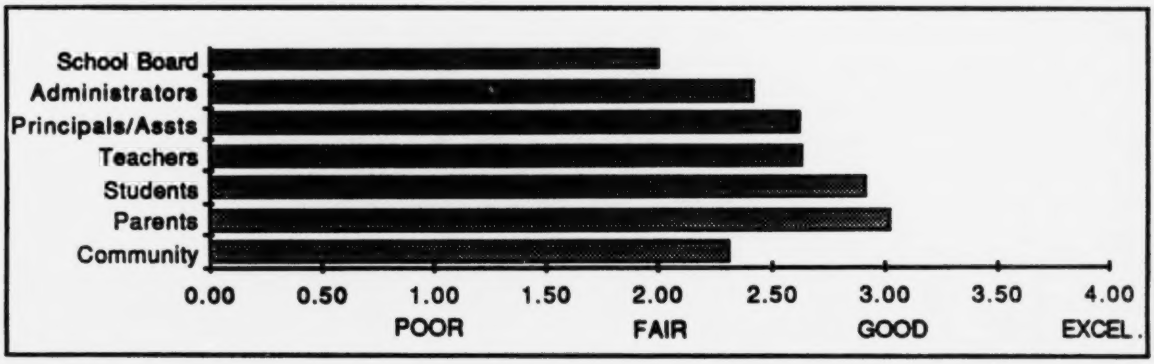
Definition: Secondary school improvement in the areas of instruction and curriculum encompasses all of the activities which bear directly on the teaching and learning process. The effort to improve secondary schools focuses on the quality of instructional delivery, objectives, curriculum materials, instructional methods, and student assessment. This cyclical process of improvement begins with an assessment of needs, followed by planning, implementing and assessing strategies, then institutionalizing the effective practices.

Survey Respondents

School Board Members - 3
Administrators - 45
Principals/Assistants - 36
Teachers - 70

Students - 16
Parents - 40
Community Representatives - 30
Unidentified - 3
Total Respondents - 243

Goal Statement #1: To progressively increase the achievement scores of secondary school students on standardized tests such as the Comprehensive Tests of Basic Skills (CTBS) and Scholastic Aptitude Tests (SAT).

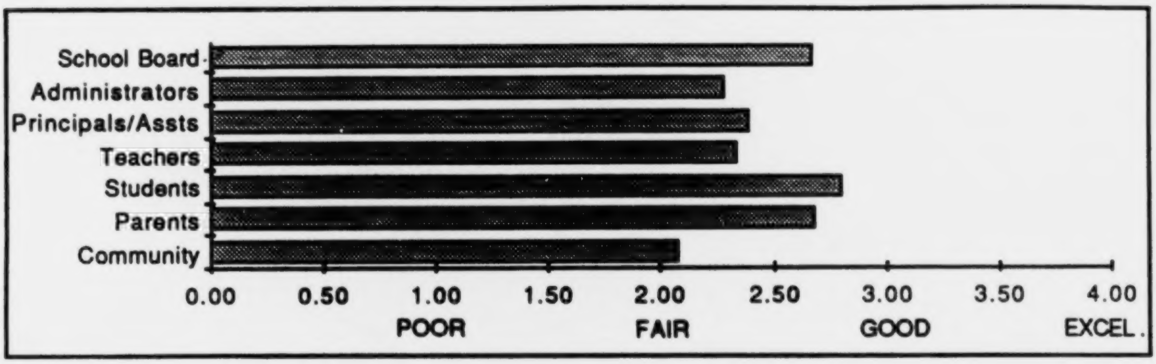


Total responses - 207
No response - 14

No opinion - 21
Multiple response - 1

The three areas of greatest need as identified by respondents are: Curriculum 20.1%, Personnel 10.1%, Equipment/Materials 9.5%.

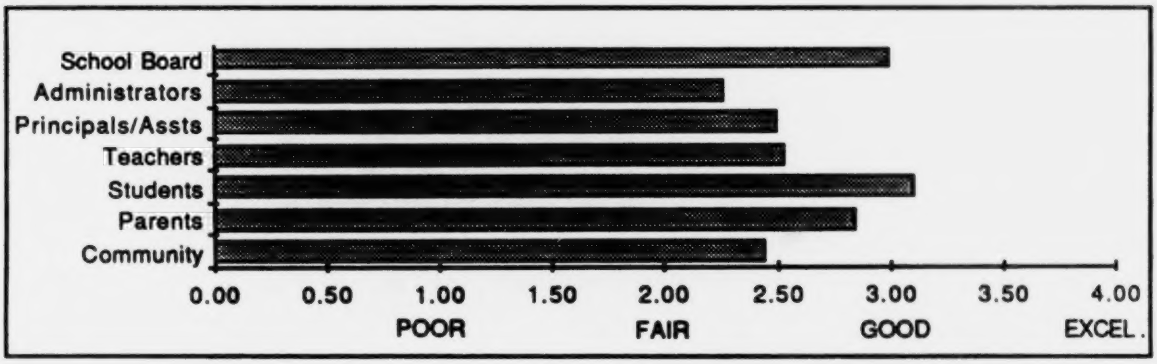
Goal Statement #2: To improve the success of secondary school students as evidenced by fewer students receiving lower than a "C" average, more students passing the end-of-course examinations, fewer student drop-outs, and increased attendance rates.



Total responses - 205 No opinion - 21
No response - 17 Multiple response - 0

The four areas of greatest need as identified by respondents are: Curriculum 12.4%, Personnel 11.3%, Planning 11.3%, Student Entry Level 9.7%.

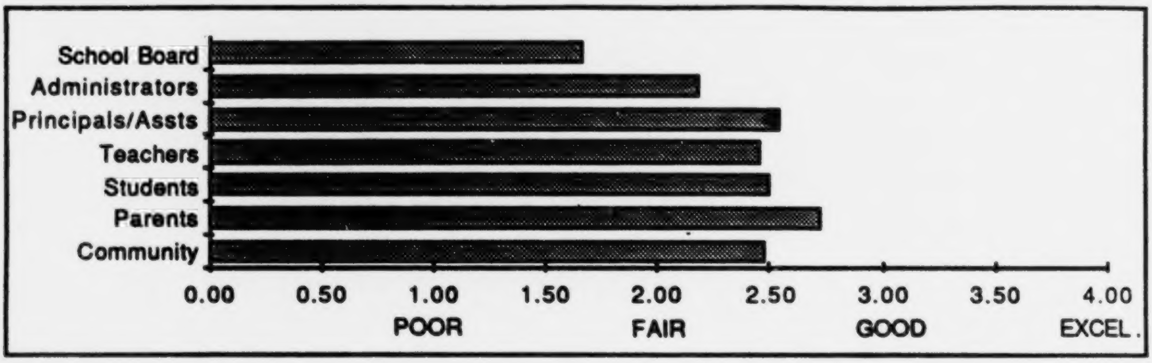
Goal Statement #3: To implement in each senior high school its school improvement program reflecting the school's individual needs.



Total responses - 167 No opinion - 39
No response - 36 Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 16.1%, Management 12.4%, Organizational Structure 11.2%.

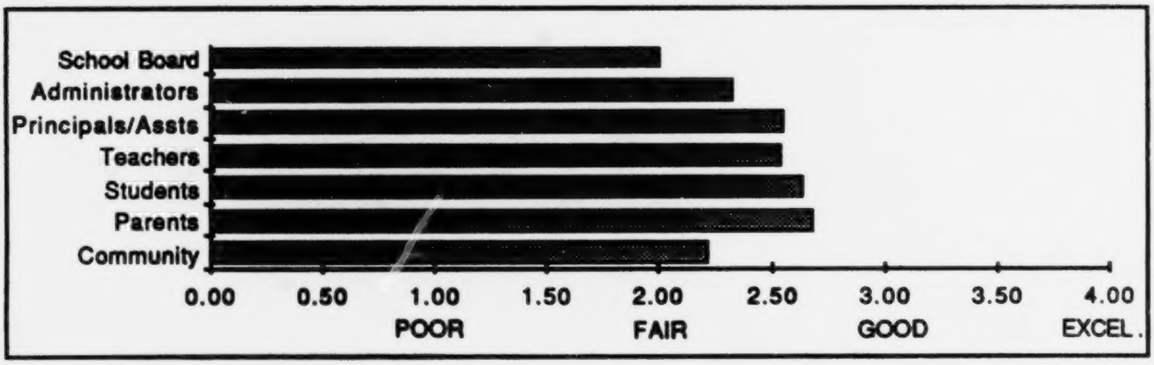
Goal Statement #4: To implement in each junior high school its school improvement program reflecting the school's individual needs.



Total responses - 190
No response - 28
No opinion - 24
Multiple response - 1

The three areas of greatest need as identified by respondents are: Planning 14.1%, Management 13.5%, Organizational Structure 11.8%.

Goal Statement #5: To provide staff development activities to every teacher, including specific staff leadership training, which will result in ongoing staff planning for school improvement.



Total responses - 185
No response - 36
No opinion - 22
Multiple response - 0

The four areas of greatest need as identified by respondents are: Staff Development 20.0%, Time Allocated 16.0%, Budget 16.0%, Management 12.0%.

SECONDARY SCHOOL IMPROVEMENT COMMENTS
(Instruction/Curriculum)

Academic performance should be addressed by improving standards of instruction, updating curriculum, improving training, using team teaching, planning collaboratively, hiring qualified teachers, reducing teacher loads, placing a reading teacher in each high school and encouraging parental support. Materials and equipment need to be modernized. Staff development needs to be improved and expanded. An assistance team should be organized in each school, or each teacher should be able to refer students to the special services they need.

Improving Instruction

- High priority must be given to the goal of improving the academic performance of our students at all levels.
- Improve standards of instruction.
- Update requirements of pupils.
- Update CBC curriculum.
- Secondary teachers need more training and/or a greater understanding (feelings) of the needs of students to meet where they are academically.
- Team teaching as an effective teaching strategy should be employed.
- A study team needs to be established to evaluate critical instructional areas of need.
- The teacher plays a critical role in instruction/curriculum improvement and implementation.
- With more training, collaborative planning, joint goal setting, and continued monitoring of efforts, instruction can be significantly improved.
- It is imperative that we hire qualified teachers who are capable of implementing the excellent instructional program/curricula we already have. (2)
- All senior high schools should have a qualified reading teacher; all students should be required to take a course in reading.
- Restructure schools and allow local staffs to organize how to deliver instruction and decide what organizational framework is required for the plan.
- Smaller teacher-student ratio is needed. (2)
- Each student should undergo psychologiocal testing.

- Education plans should be developed for each child.
- Monitoring of the program is crucial.
- Goal #4 - We do not offer as much flexibility as the term "reflecting the school's individual needs" means.
- Local school managers, regional managers and administration need to be in agreement on the meaning of "individual needs."
- The development of individualized school improvement plans can only enhance the social and academic experiences of our students and can provide support to the system's teacher cadre, in accordance with the needs of the specific setting in which they work.
- Course offerings should be increased.
- Discipline practices need to improved.
- Teachers/supervisors need to be rotated periodically.
- Students school records should be looked over carefully.

Program Improvement

- In-depth planning of departments is needed.
- Better communication of ideas and procedures to all who have responsibility for implementing programs is essential.
- Staff development should not be held during the school day. (2)
- This area needs more visibility and coordination.
- In order to improve the program it has to be monitored on a regular basis.
- A variety of programs could be obtained from national sources, in addition, specific needs could be supported by local program promotion which would support the goals.
- Parental support of the program should be encouraged.
- Some kind of positive public relations campaign is needed to alert parents that public education at the secondary level is a viable alternative.
- ..."Only the northwest section of the city seems to have a fully organized parent base involved with the secondary schools. If I lived in another section of the city, I would not consider sending my child to a public school."
- We should have confidence in all employees.

Updating Equipment/Materials

- Equipment in the career centers needs to be updated to meet the demands of the world of work.
- Materials for students and teachers need to be updated.
- Current books are needed for each child.

Improvement of Staff Development/Training Efforts

- More staff development meetings with all staff are needed to exchange ideas and give opinions.
- Provide staff development in elements of effective instruction.
- Improvement in the area of training for non-teaching and instructional positions is needed.
- There is a need for a regional staff development coordinator to address the staff development needs of local schools and region.
- More time should be alloted for staff development.
- On-going training for teachers/supervisors is essential.
- More money is needed for programs. (4)

Addressing Special Needs

- Each teacher should assess the needs of each student in his/her class and refer those students with special needs for additional help.
- An assistance team should be organized in each school for students with special needs.
- Specify time for special education and regular education teachers to plan together for the support of mainstreamed special education students.
- Provide special education trained consulting teachers who to assist regular education teachers who have atypical students.

Personnel/Hiring Concerns

- Hire competent and honest people; hire individuals on the basis of merit; raise professional standards; retire D. C. personnel employees after 20 years; eliminate favoritism in hiring. (5)

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SURVEY NUMBER

NEEDS ASSESSMENT

SCAN BOTH SIDES
WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ______________________

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***Goal #1:** To provide a greater number of students with skills appropriate to career preparation by expanding the Public-Private Partnerships.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget	8A=Management	9A=Research
7B=Curriculum	8B=Organizational Structure	9B=Staff Development
7C=Equipment/Materials	8C=Personnel	9C=Student Entry Level
7D=Evaluation	8D=Planning	9D=Technology
7E=Facilities	8E=Policy Considerations	9E=Time Allocated

10A=Other (specify)______________________

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***Goal #2:** To ensure that skills taught are current and marketable by projecting future training needs, collecting placement and follow-up data, and continuously evaluating and improving program quality.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget	13A=Management	14A=Research
12B=Curriculum	13B=Organizational Structure	14B=Staff Development
12C=Equipment/Materials	13C=Personnel	14C=Student Entry Level
12D=Evaluation	13D=Planning	14D=Technology
12E=Facilities	13E=Policy Considerations	14E=Time Allocated

15A=Other (specify)______________________

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***Goal #3:** To ensure that teacher qualifications are compatible with industry requirements by establishing appropriate retention/selection procedures.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget	18A=Management	19A=Research
17B=Curriculum	18B=Organizational Structure	19B=Staff Development
17C=Equipment/Materials	18C=Personnel	19C=Student Entry Level
17D=Evaluation	18D=Planning	19D=Technology
17E=Facilities	18E=Policy Considerations	19E=Time Allocated

20A=Other (specify)______________________

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FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME **MARKETABLE SKILLS**

SURVEY B
5-61 No. 19637

NATIONAL COMPUTER SYSTEMS

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Goal #4: *To upgrade teacher technical/professional skills by expanding staff development programs.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor 21B-Fair 21C-Good 21D-Excellent 21E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget
22B-Curriculum
22C-Equipment/Materials
22D-Evaluation
22E-Facilities
23A-Management
23B-Organizational Structure
23C-Personnel
23D-Planning
23E-Policy Considerations
24A-Research
24B-Staff Development
24C-Student Entry Level
24D-Technology
24E-Time Allocated
25A-Other (specify)____________________________________

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Goal #5: *To improve the mathematics abilities of high school graduates by increasing the number of Carnegie Units in mathematics required for graduation.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor 26B-Fair 26C-Good 26D-Excellent 26E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A-Budget
27B-Curriculum
27C-Equipment/Materials
27D-Evaluation
27E-Facilities
28A-Management
28B-Organizational Structure
28C-Personnel
28D-Planning
28E-Policy Considerations
29A-Research
29B-Staff Development
29C-Student Entry Level
29D-Technology
29E-Time Allocated
30A-Other (specify)____________________________________

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Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

MARKETABLE SKILLS

NATIONAL COMPUTER SYSTEMS

MARKETABLE SKILLS

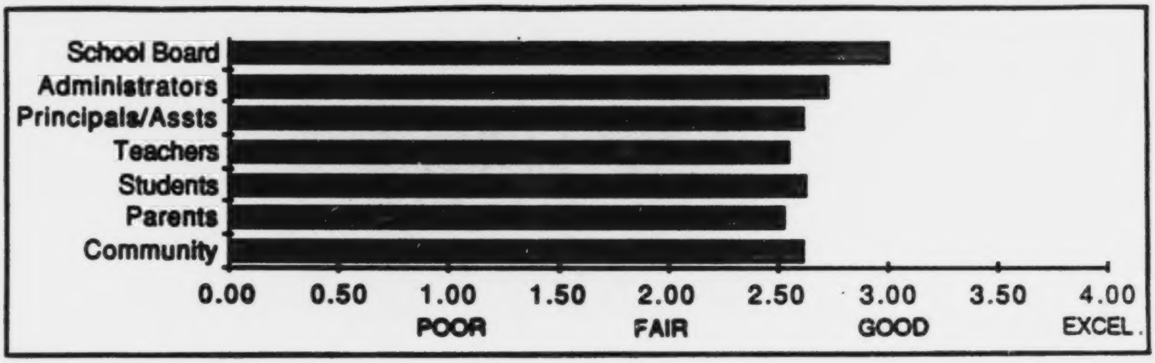
Definition: Marketable skills development involves the implementation of programs that allow students to obtain satisfactory performance levels in specific skills saleable to the world of work. Concepts that promote good work habits must also be integrated throughout the program to prepare the students for the realities of the marketplace.

Survey Respondents

School Board Members - 3
Administrators - 38
Principals/Assistants - 29
Teachers - 64

Students - 33
Parents - 35
Community Representatives - 32
Unidentified - 2
Total Respondents - 236

Goal Statement #1: To provide a greater number of students with skills appropriate to career preparation by expanding the Public-Private Partnerships.

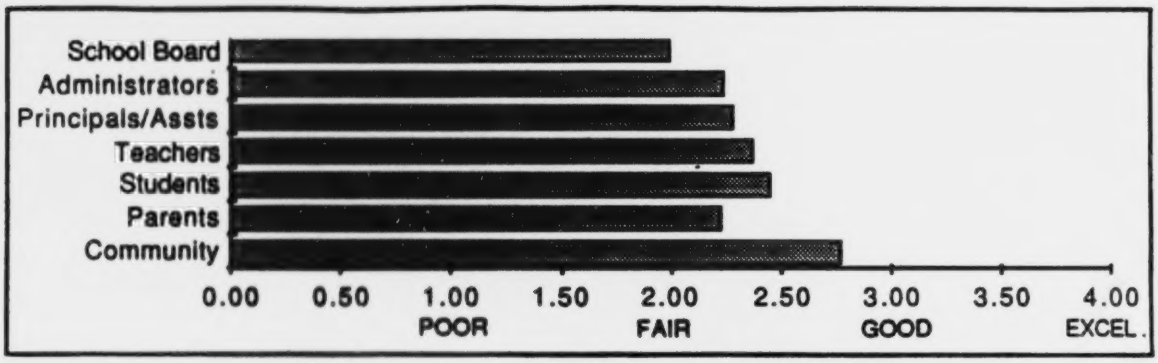


Total responses - 210
No response - 9

No opinion - 17
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 22.0%, Planning 11.0%, Curriculum 9.5%.

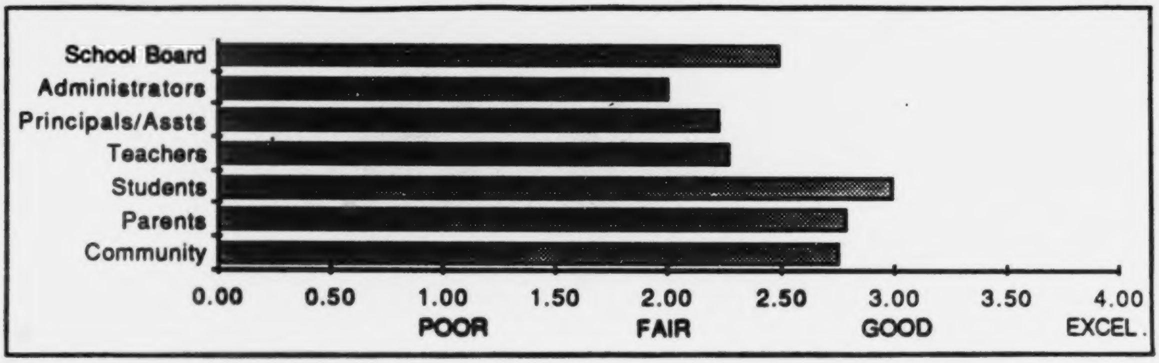
Goal Statement #2: To ensure that skills taught are current and marketable by projecting future training needs, collecting placement and follow-up data, and continuously evaluating and improving program quality.



Total responses - 203
No response - 13
No opinion - 20
Multiple response - 0

The three areas of greatest need as identified by respondents are: Personnel 11.5%, Planning 11.5%, Research 11.0%.

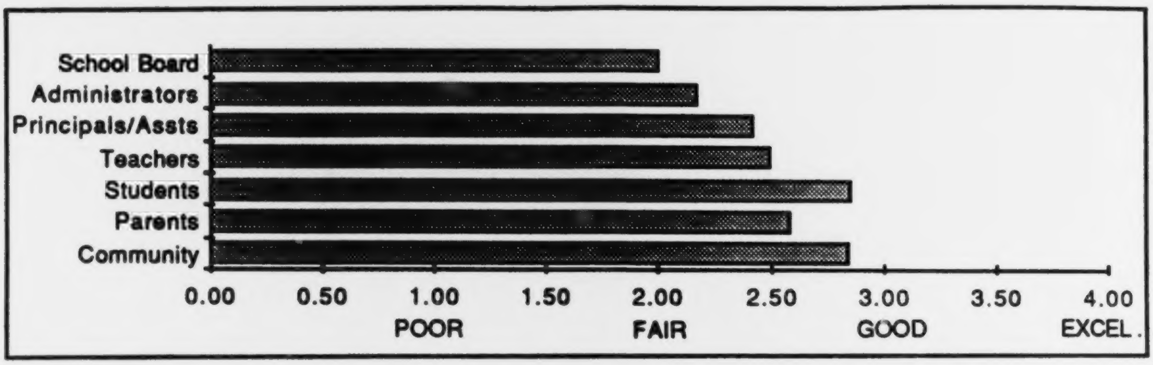
Goal Statement #3: To ensure that teacher qualifications are compatible with industry requirements by establishing appropriate retention/selection procedures.



Total responses - 194
No response - 10
No opinion - 32
Multiple response - 0

The three areas of greatest need as identified by respondents are: Staff Development 15.5%, Personnel 15.5%, Budget 13.0%.

Goal Statement #4: To upgrade teacher technical/professional skills by expanding staff development programs.



Total responses - 207	No opinion - 13
No response - 16	Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 18.6%, Staff Development 17.5%, Time Allocated 12.9%.

Goal Statement #5: To continuously expand and update the curriculum by utilizing the expertise of a committee composed of persons representing business and industry.

(Data for Goal Statement #5 were not usable because of an error on the Needs Assessment Form.)

MARKETABLE SKILLS COMMENTS

The emphasis on marketable skills in the curriculum and the participation of Public/Private Partners is viewed by respondents as an important emphasis of the curriculum. Suggestions included: the establishment of high standards for students beginning in the primary grades; instilling a stronger work ethic, self-confidence and technical skills in our students; higher salaries to attract qualified teachers; staff development and other in-service programs that provide teachers with an opportunity to work in government and private industry; and, increased research and planning to mesh curriculum and programs with labor market information. The bilingual community made a strong appeal for more native speaking advisors/counselors to help high school students choose a suitable career and more career/vocational programs.

Improving Classroom Instruction

- "The quality of the instructional program and the quality of the teachers need to be improved."
- Career awareness programs should begin as early as kindergarten, introduced by the classroom teacher as opposed to the counselor; high standards should be established beginning in the primary grades; increasing the number of Carnegie Units will not do the job, the quality of instruction beginning at the very earliest level is what is needed; and, curriculum must be appropriately developed. (5)
- Mathematics should be required at least through grade 11; and, mathematics is enough for marketable skills in our schools. (2)
- Participation of private industry in the schools contributes significantly toward relating the educational program to the needs of industry; private industry participation enriches the curriculum and provides access to trained personnel, the latest technology, and so forth; "Public/Private Partnerships are great. Many more are needed. . ."; and, PPP programs should be researched and restructured to cut out duplication and eliminate overlap. (5)
- Continuously assess job opportunites and then put into place a program guaranteeing that students will be prepared by graduation. This program would include: work ethic, comfort with travel outside the District, self confidence, and technical skills or eagerness to learn. "Get Assistance of persons knowledgeable in future technologies, future trends in employment and skills." "Increase planning support to mesh curriculum and programs with labor market information and trend data." "Expansion is needed but only after careful planning." (5)
- Why not use the school system's divisions as partners to career centers, e.g., Buildings and Grounds, Personnel and Logistical Services.

Recruitment, Training and Staff Development

- More training and staff development for teachers is "absolutely necessary" as well as requiring them to participate in the training; teachers recertification requirements should mandate so many hours of field work in government and the private sector to keep abreast of current trends and issues and changing technology. This area has improved in recent years, but more money should be made available for consultants and workshops. (6)
- Increase salaries to the point where education can compete with private industry for good personnel. "We don't pay our teachers enough." (2)
- "Improvements in personnel and technological support are necessary to make the needed leaps in mathematics."

Needs of the Bilingual Community

- There is a need for Chinese speaking advisors/counselors to help high school students choose suitable careers, to run Chinese parent programs and Chinese youth programs. (4)
- More vocational/career programs for Hispanics/Hispanic children are needed. (25)

Miscellaneous

- PPP will operate more efficiently if a facility (school) is identified for that operation.
- Money needs to be spent on teachers, students and materials.
- "What are Carnegie Units?"
- Follow-up does not seem to be as serious as it should be.

Y N
1 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
2 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
3 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
4 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
5 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
6 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
7 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
8 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
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9 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
10 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
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11 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
12 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
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13 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
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14 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
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15 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
16 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
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17 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
18 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
19 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
20 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

SURVEY NUMBER

NEEDS ASSESSMENT

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Group Identification:

(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A-Parent 1B-Community Representative 1C-School Board Member

2A-Student, Grade K-6 2B-Student, Grade 7-12 2C-Student, Adult

3A-Teacher, Elementary 3B-Teacher, Secondary

4A-Principal/Assistant - Elementary 4B-Principal/Assistant - Secondary

5A-Other (specify) ____________________

FEED THIS DIRECTION

***Goal #1:** To develop an instructional supplement on sex education for the elementary level which will focus on areas of student self-esteem, decision-making, and choice skills.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A-Poor 6B-Fair 6C-Good 6D-Excellent 6E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A-Budget
7B-Curriculum
7C-Equipment/Materials
7D-Evaluation
7E-Facilities
8A-Management
8B-Organizational Structure
8C-Personnel
8D-Planning
8E-Policy Considerations
9A-Research
9B-Staff Development
9C-Student Entry Level
9D-Technology
9E-Time Allocated
10A-Other (specify) ____________________

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

***Goal #2:** To expand teacher training programs to teach human sexuality with an emphasis on student values clarification, self-esteem and understanding of behavior.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A-Poor 11B-Fair 11C-Good 11D-Excellent 11E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A-Budget
12B-Curriculum
12C-Equipment/Materials
12D-Evaluation
12E-Facilities
13A-Management
13B-Organizational Structure
13C-Personnel
13D-Planning
13E-Policy Considerations
14A-Research
14B-Staff Development
14C-Student Entry Level
14D-Technology
14E-Time Allocated
15A-Other (specify) ____________________

SURVEY NAME ***SEX EDUCATION***

***Goal #3:** To improve efforts to prevent teenage pregnancy through support services, program monitoring, and supervision.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A-Poor 16B-Fair 16C-Good 16D-Excellent 16E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A-Budget
17B-Curriculum
17C-Equipment/Materials
17D-Evaluation
17E-Facilities
18A-Management
18B-Organizational Structure
18C-Personnel
18D-Planning
18E-Policy Considerations
19A-Research
19B-Staff Development
19C-Student Entry Level
19D-Technology
19E-Time Allocated
20A-Other (specify) ____________________

SURVEY B

5-69 No 19637

129

NATIONAL COMPUTER SYSTEMS

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Goal #4: *To support classroom instruction in sex education by providing media materials, textbooks, workbooks and workshops for elementary and junior high school teachers.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor 26B-Fair 26C-Good 26D-Excellent 26E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A-Budget	28A-Management	29A-Research
27B-Curriculum	28B-Organizational Structure	29B-Staff Development
27C-Equipment/Materials	28C-Personnel	29C-Student Entry Level
27D-Evaluation	28D-Planning	29D-Technology
27E-Facilities	28E-Policy Considerations	29E-Time Allocated

30A-Other (specify)________________________________

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

SEX EDUCATION

Y N
21 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
22 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
23 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
24 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
25 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
26 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
27 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
28 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
29 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
30 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
31 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
32 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
33 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
34 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
35 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
36 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
37 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
38 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
39 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
40 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

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COMPUTER
SYSTEMS

SEX EDUCATION

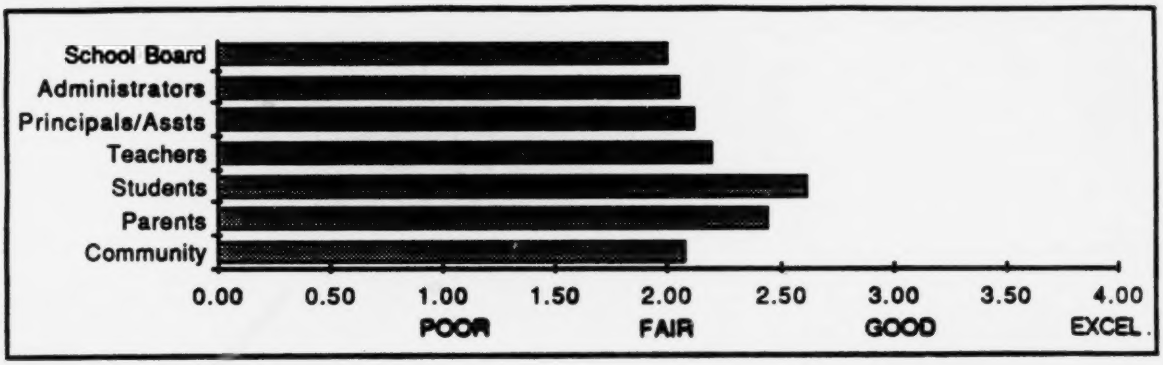
Definition: Sex education is the program for instruction about human sexuality which explores the biological, emotional, social, spiritual and intellectual variables that comprise the total person. Sex education is planned and implemented as part of the health program with careful attention to societal issues -- such as teenage pregnancy and sexually transmitted diseases -- and instruction appropriate for students' developmental ages.

Survey Respondents

School Board Members - 3
Administrators - 47
Principals/Assistants - 36
Teachers - 54

Students - 24
Parents - 36
Community Representatives - 42
Unidentified - 7
Total Respondents - 249

Goal Statement #1: To develop an instructional supplement on sex education for the elementary level which will focus on areas of student self-esteem, decision-making, and choice skills.

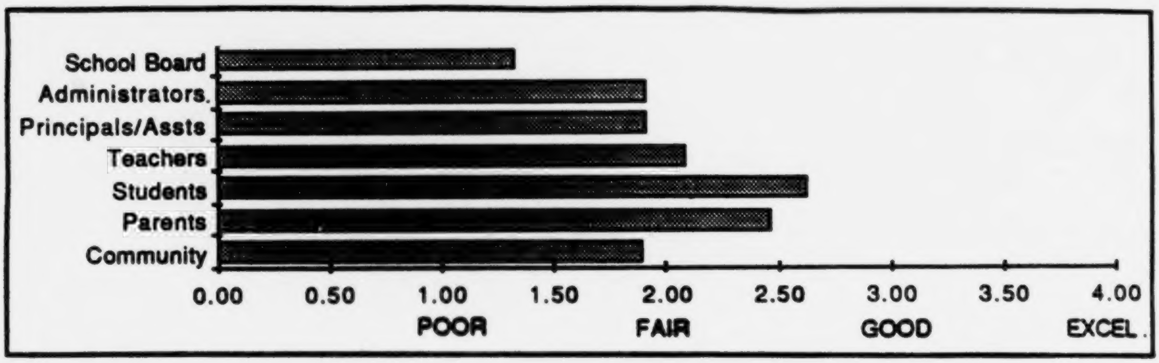


Total responses - 218
No response - 8

No opinion - 23
Multiple response - 0

The three areas of greatest need as identified by respondents are: Curriculum 22.0%, Staff Development 14.5%, Personnel 13.5%.

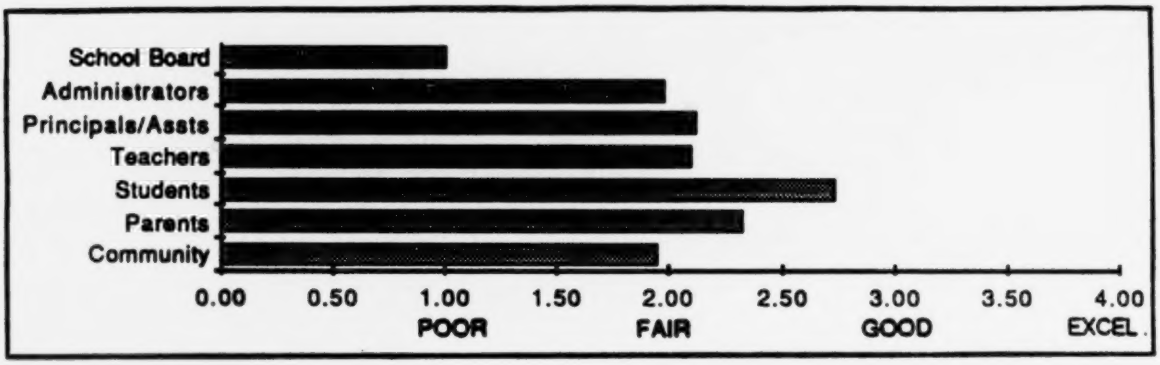
Goal Statement #2: To expand teacher training programs to teach human sexuality with an emphasis on student values clarification, self-esteem and understanding of behavior.



Total responses - 211 No opinion - 26
No response - 12 Multiple response - 0

The four areas of greatest need as identified by respondents are: Staff Development 32.8%, Personnel 12.7%, Curriculum 11.3%, Budget 11.3%.

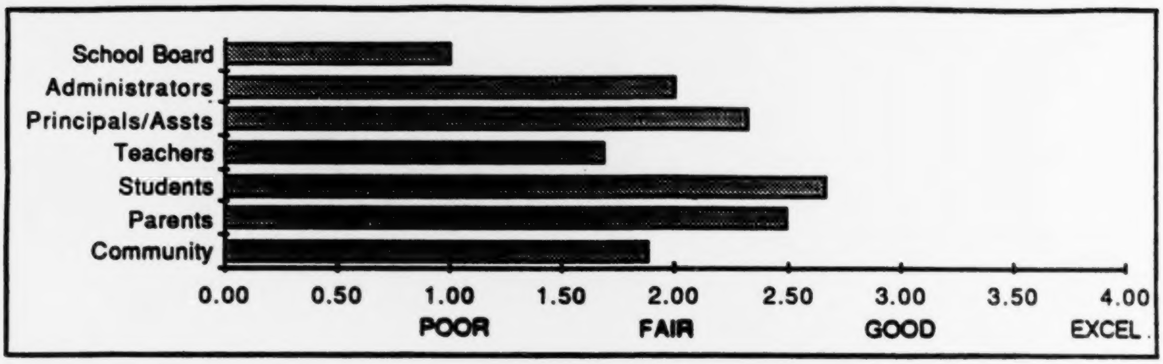
Goal Statement #3: To improve efforts to prevent teenage pregnancy through support services, program monitoring, and supervision.



Total responses - 219 No opinion - 23
No response - 6 Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 17.4%, Personnel 16.4%, Planning 14.5%.

Goal Statement #4: To support classroom instruction in sex education by providing media materials, textbooks, workbooks and workshops for elementary and junior high school teachers.



Total responses - 134
No response - 100

No opinion - 15
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 49.0%, Equipment/Materials 17.0%, Staff Development 12.0%.

133

SEX EDUCATION COMMENTS

Comments from respondents to Sex Education goal statements focused on four major policy issues, citing the need for a clearer definition of policy, a built-in value system, a program that encompasses elementary and secondary schools, and one which calls for the reopening of a facility for pregnant girls. Suggestions for improving instruction frequently mentioned the utilization of support personnel to assist the regular classroom teacher in conveying information and advice on the topic. One respondent called for the reinstatement of the Personal and Family Living Curriculum. Respondents frequently cited the need for more staff development and the active participation and involvement of parents and community in the planning and implementation of such training.

Policy Issues

- DCPS lacks a comprehensive approach to the issue, efforts are scattered and there is a need for strong, definitive policy positions followed by systemwide planning and implementation efforts.
- Unless you bring morals and religious values into the classroom program the effort will be a waste of time and money; build a value system. (4)
- This must be an elementary and secondary effort; sex education classes should be offered in all schools (elementary, junior high and high schools); and, sex education should be offered as early as 6th grade to prevent teenage pregnancy - waiting until junior or senior high school is sometimes too late. (4)
- Re-open a specific facility for pregnant girls to prepare them for motherhood.

Improving Classroom Instruction

- Complete review of present curriculum, resources, activities (programs, lectures, training) and modify as necessary.
- Resources currently being developed should include specific information on responsibility, decisions and AIDS.
- Teen awareness on sex is not what it should be; concentration should be on prevention.
- Support personnel such as social workers, counselors, physical education, health teachers, etc., should be used to provide instruction in sex education, teachers should not be required to add another area of instruction to their already overloaded curriculum.
- Teach more plain biology on natural reproduction, and emphasize respect and dignity of man.

- Sex education should not be put arbitrarily in physical education at the secondary level - possibly we should consider health resource teachers teaching health classes.

- Equal amounts must be spent on female extra-curricular activities compared to males.

- Teach the responsibility and consequences of sex, and there should be more school clinics offered to students. (2)

- Sex education begins with self-esteem counseling in elementary school (Personal and Family Living curriculum could be reinstated).

- We need parent and student involvement to develop new materials and to plan and evaluate.

- Health professionals, rather than randomly selected teachers, should provide the instruction so as to significantly reduce the spread of potentially biased misinformation among students, and, as a health care provider and administrator, I fully support teaching our young about human sexuality for their protection. (2)

Recruitment, Training and Staff Development

- More personnel are needed to visit homes.

- One key is to make certain that nurses are available at every junior and senior high school to meet regularly with students.

- Plan and provide more seminars and workshops for teachers, parents and administrators; provide joint workshops where students and parents can learn together; and, train teachers or provide health instructors. (4)

- Hold workshops/seminars regularly throughout all wards for parents providing them with information about birth control and resources that they can utilize for their sexually active children.

Community Involvement/ Support

- In order to receive community support as well as to have a constructive impact upon the student population, a curriculum of sex education must incorporate the input of parents.

- Get more parent and community support, and extend and/or require parental involvement in school courses, i.e., at the elementary level. (2)

- Involve more people in the planning and implementation of sex education programs, or at least keep everyone apprised of what is being done; the only information available is what is read in the newspaper.

Budget, Resources and Materials

- In-school resources aren't available because of budgetary constraints.

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NEEDS ASSESSMENT

SCAN BOTH SIDES
WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FEED THIS DIRECTION

Group Identification:

(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A-Parent 1B-Community Representative 1C-School Board Member

2A-Student, Grade K-6 2B-Student, Grade 7-12 2C-Student, Adult

3A-Teacher, Elementary 3B-Teacher, Secondary

4A-Principal/Assistant - Elementary 4B-Principal/Assistant - Secondary

5A-Other (specify) ____

* * *

***Goal #1:** To implement a gifted/talented program in every school, grades K-12.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A-Poor 6B-Fair 6C-Good 6D-Excellent 6E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A-Budget	8A-Management	9A-Research
7B-Curriculum	8B-Organizational Structure	9B-Staff Development
7C-Equipment/Materials	8C-Personnel	9C-Student Entry Level
7D-Evaluation	8D-Planning	9D-Technology
7E-Facilities	8E-Policy Considerations	9E-Time Allocated

10A-Other (specify)____

* * *

***Goal #2:** To broaden the experiences of gifted/talented students by expanding the gifted/talented summer program.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A-Poor 11B-Fair 11C-Good 11D-Excellent 11E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A-Budget	13A-Management	14A-Research
12B-Curriculum	13B-Organizational Structure	14B-Staff Development
12C-Equipment/Materials	13C-Personnel	14C-Student Entry Level
12D-Evaluation	13D-Planning	14D-Technology
12E-Facilities	13E-Policy Considerations	14E-Time Allocated

15A-Other (specify)____

* * *

***Goal #3:** To promote a standard of excellence in achievement for identified gifted/talented students through continuous staff development for teachers, counselors and parents.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A-Poor 16B-Fair 16C-Good 16D-Excellent 16E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A-Budget	18A-Management	19A-Research
17B-Curriculum	18B-Organizational Structure	19B-Staff Development
17C-Equipment/Materials	18C-Personnel	19C-Student Entry Level
17D-Evaluation	18D-Planning	19D-Technology
17E-Facilities	18E-Policy Considerations	19E-Time Allocated

20A-Other (specify)____

* * *

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME ***GIFTED/TALENTED***

Y N
1 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
2 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
3 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
4 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
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Y N
20 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

SURVEY
NUMBER

SURVEY B
5-77 No. 19637

136

NATIONAL
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SYSTEMS

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Goal #4: *To provide enrichment and exploration experiences to gifted/talented students by distributing available resources and services to local school gifted/talented projects.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A–Poor 21B–Fair 21C–Good 21D–Excellent 21E–No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A–Budget
22B–Curriculum
22C–Equipment/Materials
22D–Evaluation
22E–Facilities

23A–Management
23B–Organizational Structure
23C–Personnel
23D–Planning
23E–Policy Considerations

24A–Research
24B–Staff Development
24C–Student Entry Level
24D–Technology
24E–Time Allocated

25A–Other (specify)________________________________

===

Goal #5: *To provide incentives to teachers of the gifted/talented.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A–Poor 26B–Fair 26C–Good 26D–Excellent 26E–No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A–Budget
27B–Curriculum
27C–Equipment/Materials
27D–Evaluation
27E–Facilities

28A–Management
28B–Organizational Structure
28C–Personnel
28D–Planning
28E–Policy Considerations

29A–Research
29B–Staff Development
29C–Student Entry Level
29D–Technology
29E–Time Allocated

30A–Other (specify)________________________________

===

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

GIFTED/TALENTED

Y N
21 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
22 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
23 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
24 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
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GIFTED/TALENTED

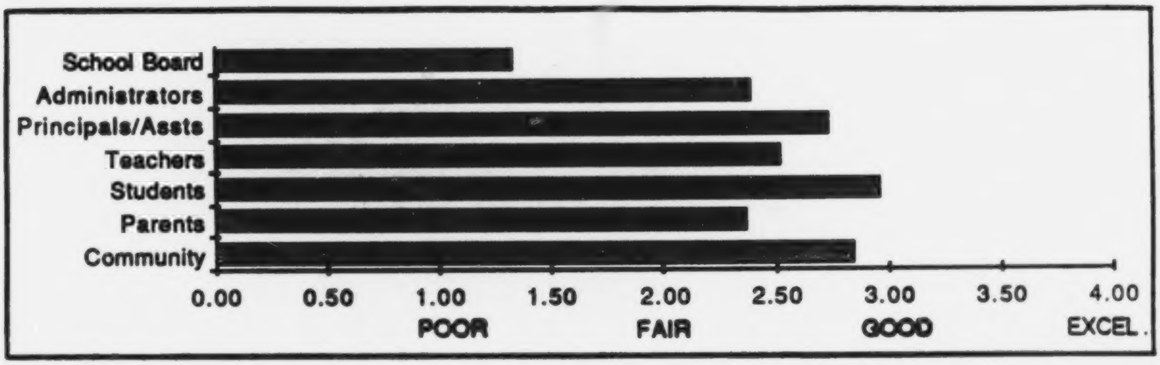
Definition: Gifted and talented students are those who, by virtue of their outstanding abilities, are capable of high performance, including demonstrated achievement and/or potential ability in the areas of general intellect, academics, creative or productive thinking, leadership, visual or performing arts, and/or psychomotor activity. The gifted/talented program provides these students with differentiated instruction above and beyond regular instruction in order to nurture their individual gifts and maximize their potential contribution to society.

Survey Respondents

School Board Members - 3
Administrators - 50
Principals/Assistants - 38
Teachers - 57

Students - 29
Parents - 39
Community Representatives - 34
Unidentified - 6
Total Respondents - 256

Goal Statement #1: To implement a gifted/talented program in every school, grades K-12.

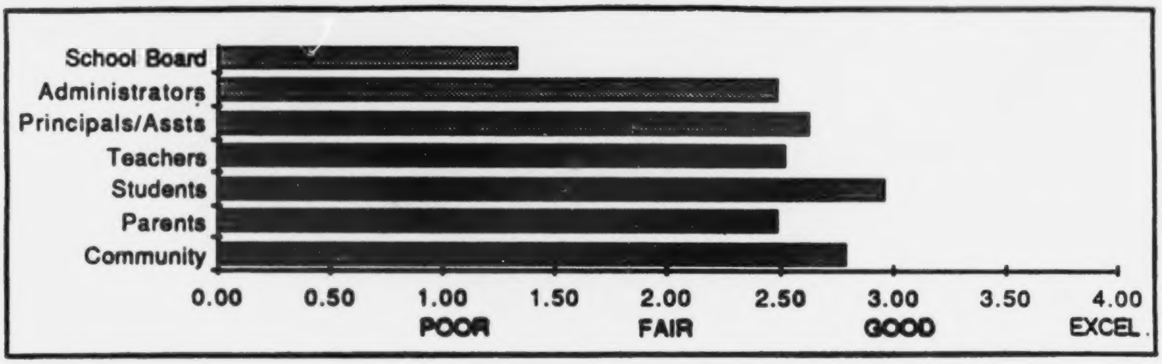


Total responses - 236
No response - 3

No opinion - 16
Multiple response - 1

The four areas of greatest need as identified by respondents are: Budget 19.1%, Personnel 12.4%, Planning 8.1%, Curriculum 8.1%.

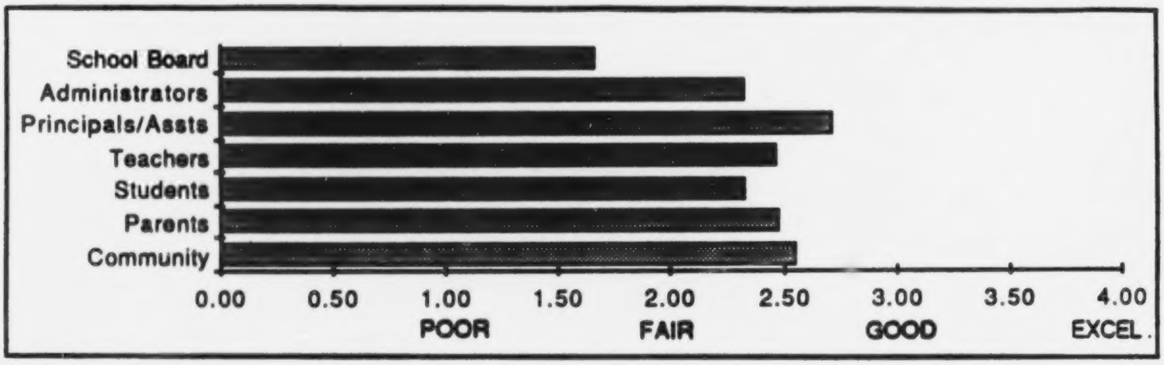
Goal Statement #2: To broaden the experiences of gifted/talented students by expanding the gifted/talented summer program.



Total responses - 222 No opinion - 24
No response - 10 Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 28.1%, Planning 15.2%, Personnel 11.0%.

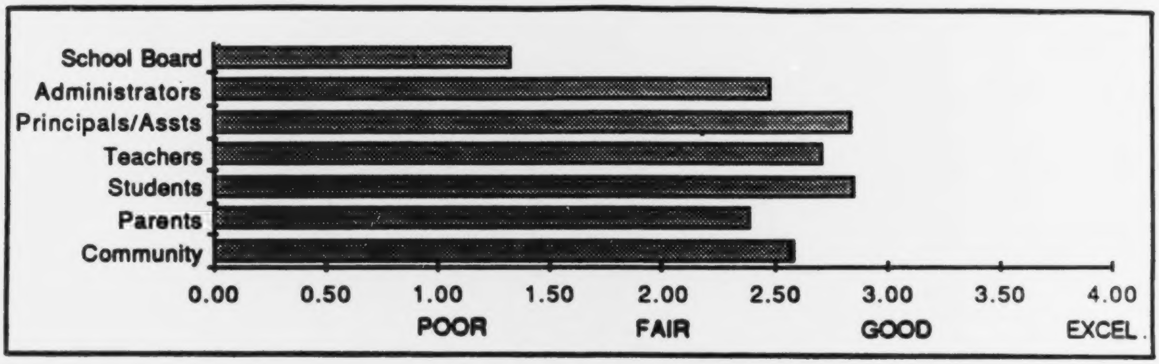
Goal Statement #3: To promote a standard of excellence in achievement for identified gifted/talented students through continuous staff development for teachers, counselors and parents.



Total responses - 228 No opinion - 18
No response - 10 Multiple response - 0

The three areas of greatest need as identified by respondents are: Staff Development 21.0%, Planning 14.8%, Budget 11.9%.

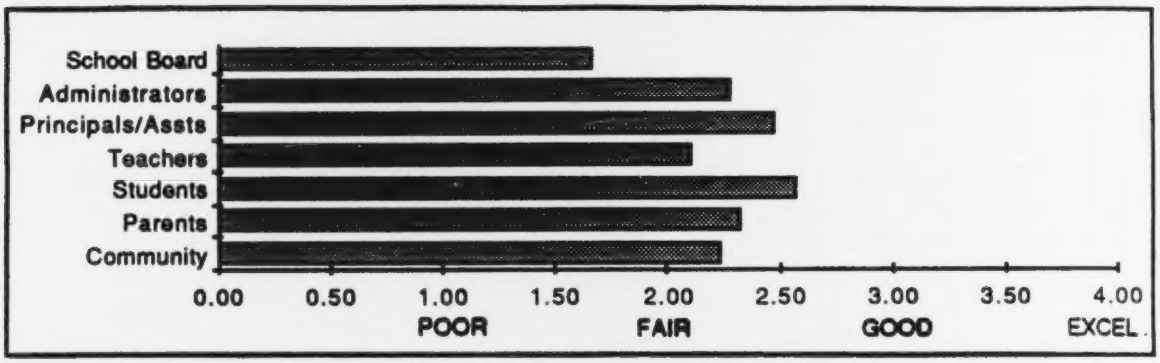
Goal Statement #4: To provide enrichment and exploration experiences to gifted/talented students by distributing available resources and services to local school gifted/talented projects.



Total responses - 211	No opinion - 24
No response - 20	Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 24.4%, Equipment/Materials 17.6%, Management 9.3%.

Goal Statement #5: To provide incentives to teachers of the gifted/talented.



Total responses - 196	No opinion - 28
No response - 32	Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 37.1%, Planning 9.8%, Staff Development 9.3%.

GIFTED/TALENTED COMMENTS

Support for the Gifted and Talented Program was shown by respondents, with a strong concern that the program be available in all schools for all grades, K-12. Other comments noted that a program should be available to provide enrichment experiences for all students in their areas of talent. The parental role in supporting a gifted or talented child was cited along with concerns for managing resources and personnel, and for providing more recognition and incentives for these student and their teachers.

Program Design

- A Gifted/Talented program should be at all grade levels, K-12, and in every school -- It does not necessarily have to identified as such.
- It appears that G/T would benefit from a system-wide approach to identifying learners who are academically advanced instead of emphasizing the top learners within a particular grade within a school.
- For those schools that are not experiencing the benefit of a gifted and talented program, evaluation and identification of prospective students should be a priority.
- It should be part of elementary, secondary, and senior high schools' curriculum. It will help improve grades and test scores.
- As of yet no appreciable gifted and talented program exists, primarily due to explicit policy and funding for this program. An effective program would have to be developed once such policy were put into effect.

Opportunities For Gifted And Other Students

- Every school should have multiple G/T programs for all the various gifts of children: art, music, sports, leadership, intellectual challenge, group projects, crafts, etc. And all children should participate in at least one program.
- Enrichment should be for all children, not just a few.
- Exploration Labs are needed at the Career Centers.
- High standards and expectations are needed for gifted and talented students, as well as lots of feedback and support for the extra demands placed on them.
- Workshops and seminars utilizing local graduate students in different areas as speakers should be considered (e.g., music, medicine, science, art, history, etc.).
- Make greater use of technology for the artistic and cognitive development of the gifted and talented students. (2)

Identification of Giftedness

- The gifted and talented program has failed to identify all the students in our schools who qualify for the program.
- The definition of Gifted/Talented probably needs to be refined in broader terms to include some non-traditional gifts.
- Students may be gifted in areas that extend beyond present scope of DCPS.

Parent and Teacher Support

- Parent-teacher communication needs to be clear in terms of the child's talents and ways to provide cooperative support between home and school.
- Teachers, parents, etc., should stress to young people that education is important not drugs.
- Parents and teachers should never feel that the talent/gift belongs to the child, and is being developed primarily for him.

Resource and Personnel Management

- Monies from proposals should be received by G/T projects in a timely manner--no later than October 1 and February 20.
- Equally distribute funds and programs to all areas of the city. (2)
- At our school, the Talented and Gifted (TAG) program did not start this year until March because the TAG teacher had to fill in behind other teachers that either (1) had not been assigned to the school or (2) were chronically unavailable. This should be prohibited, and a full-year program should be required.
- We really need more personnel in order to help the students equally.
- Additional staff needs to be hired in order to avoid combination grades. Students would be able to acquire more resources and enrichment.
- The school system should make use of expertise of teachers in the field with experience and training to plan, write and implement goals and objectives.
- There are enough good teachers in the DCPS to serve these students without providing special staff development for this purpose (goal 3).

Recognition Incentives and Awards

- Provide greater incentives and award programs to help to motivate the students and teachers involved in the Gifted/Talented Program. (2)
- I feel that Gifted/Talented students should be recognized a little more. Considering that the D. C. Public Schools have the 2nd lowest test scores, let our schools be recognized for something like this.

- Incentives should be offered to all teachers, regular education as well as special educators. Teachers should not be singled out just because they teach the gifted. Teachers that work with special education students in general appear to work harder in the attempt to promote academic achievement. I would suggest offering more equipment and materials for use with students rather than teacher incentives.

- Goal 5 should be dropped. Special incentives are not necessary to attract/ retain teachers to teach these students.

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SIDE 1

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FEED THIS DIRECTION

NEEDS ASSESSMENT

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A-Parent 1B-Community Representative 1C-School Board Member

2A-Student, Grade K-6 2B-Student, Grade 7-12 2C-Student, Adult

3A-Teacher, Elementary 3B-Teacher, Secondary

4A-Principal/Assistant - Elementary 4B-Principal/Assistant - Secondary

5A-Other (specify) ______________________________

==

Goal #1: *To offer at least one advanced placement course at each senior high school.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A-Poor 6B-Fair 6C-Good 6D-Excellent 6E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A-Budget	8A-Management	9A-Research
7B-Curriculum	8B-Organizational Structure	9B-Staff Development
7C-Equipment/Materials	8C-Personnel	9C-Student Entry Level
7D-Evaluation	8D-Planning	9D-Technology
7E-Facilities	8E-Policy Considerations	9E-Time Allocated

10A-Other (specify) ______________________________

==

Goal #2: *To encourage each student enrolled in an advanced placement (AP) course to take the AP examination with the cost defrayed by the school system.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A-Poor 11B-Fair 11C-Good 11D-Excellent 11E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A-Budget	13A-Management	14A-Research
12B-Curriculum	13B-Organizational Structure	14B-Staff Development
12C-Equipment/Materials	13C-Personnel	14C-Student Entry Level
12D-Evaluation	13D-Planning	14D-Technology
12E-Facilities	13E-Policy Considerations	14E-Time Allocated

15A-Other (specify) ______________________________

==

Goal #3: *To ensure that the score of each 12th grade student taking the AP course examination be at least 3.00 on the AP scale of 1.00 (low) to 5.00 (high).*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A-Poor 16B-Fair 16C-Good 16D-Excellent 16E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A-Budget	18A-Management	19A-Research
17B-Curriculum	18B-Organizational Structure	19B-Staff Development
17C-Equipment/Materials	18C-Personnel	19C-Student Entry Level
17D-Evaluation	18D-Planning	19D-Technology
17E-Facilities	18E-Policy Considerations	19E-Time Allocated

20A-Other (specify) ______________________________

==

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME **ADVANCED PLACEMENT**

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Y N
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SURVEY NUMBER

SURVEY B 144
5-85 No. 19637

NATIONAL COMPUTER SYSTEMS

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	Y	N			
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22	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
23	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
24	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
25	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
26	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
27	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
28	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
29	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
30	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
31	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
32	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
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34	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
35	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
36	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
37	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
38	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
39	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
40	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

ADVANCED PLACEMENT

ADVANCED PLACEMENT

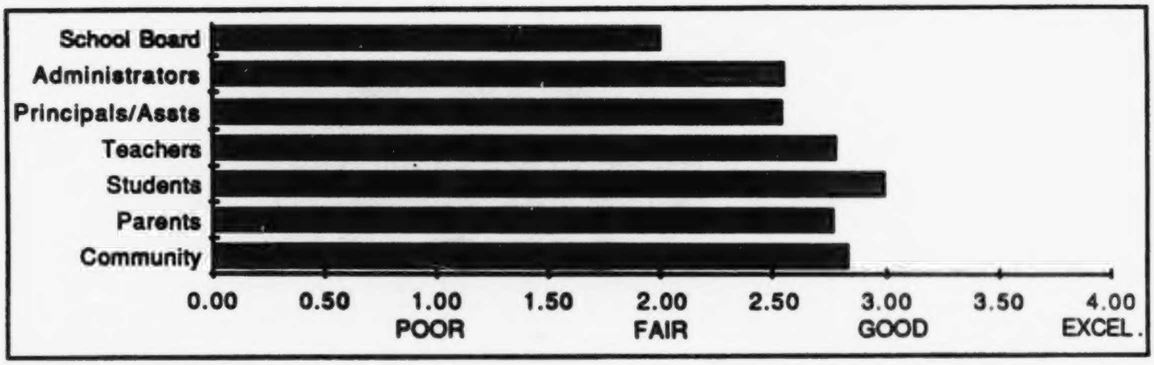
Definition: The Advanced Placement (AP) Program, sponsored by the College Board since 1955, offers secondary school students an opportunity to study one or more college level courses in order that they may receive advanced placement or college credit when they enter college, depending upon their results on AP examinations administered by the Educational Testing Services each May.

Survey Respondents

School Board Members - 3
Administrators - 48
Principals/Assistants - 36
Teachers - 64
Total Respondents - 258

Students - 24
Parents - 35
Community Representatives - 41
Unidentified- 7

Goal Statement #1: To offer at least one advanced placement course at each senior high school.

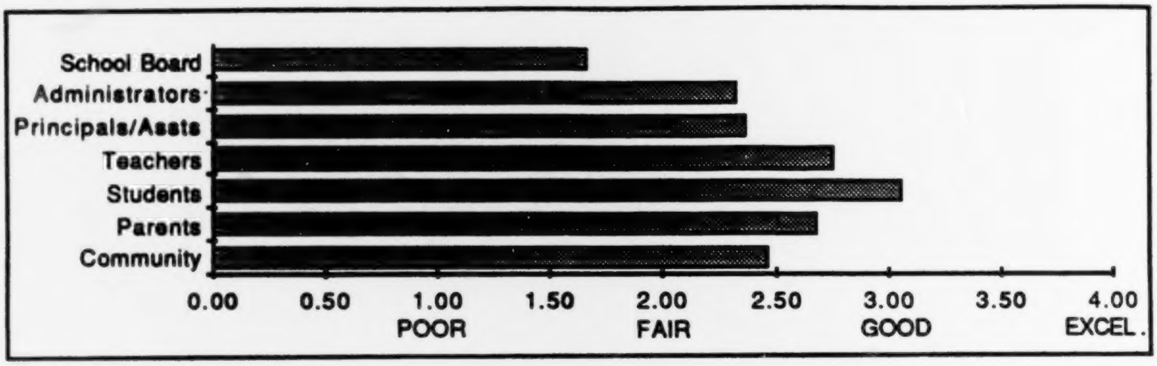


Total response - 193
No response - 15

No opinion - 49
Multiple response - 1

The three areas of greatest need as identified by respondents are: Curriculum 16.0%, Budget 14.4%, Staff Development 10.1%.

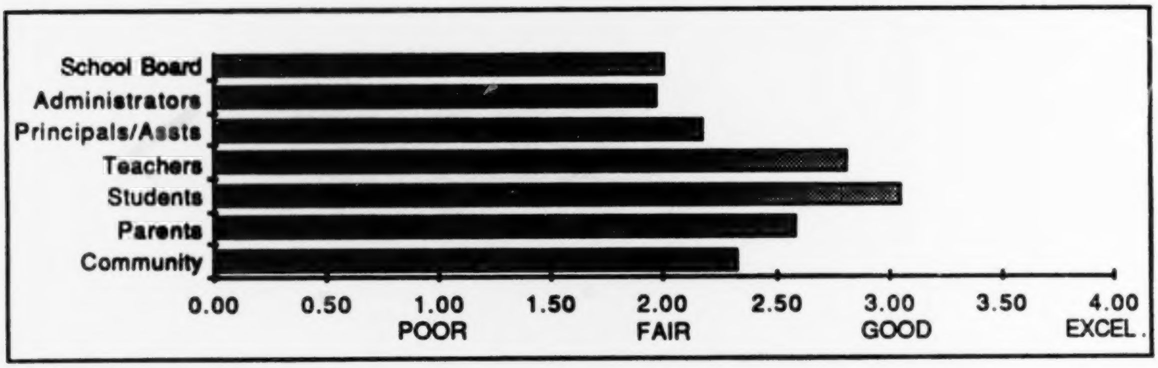
Goal Statement #2: To encourage each student enrolled in an advanced placement (AP) course to take the AP examination with the cost defrayed by the school system.



Total response - 189	No opinion - 57
No response - 12	Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 42.6%, Planning 8.9%, Policy Considerations 5.3%.

Goal Statement #3: To ensure that the score of each 12th grade student taking the AP course examination be at least 3.00 on the AP scale of 1.00 (low) to 5.00 (high).



Total response - 174	No opinion - 67
No response - 17	Multiple response - 0

The three areas of greatest need as identified by respondents are: Curriculum 15.9%, Student Entry Level 14.3%, Planning 11.6%.

ADVANCED PLACEMENT

Comments from respondents to the Advanced Placement goal statements indicated the need to do more to encourage advanced students to continually challenge themselves. Counselors should be encouraged to do more to guide and encourage students into advanced courses and to take the AP examination. The best teachers should be hired and assigned to work with these students. Teachers at all levels, beginning in elementary school, should identify and work with children to prepare them for this program.

Encouraging Students

- Teachers, counselors, principals, parents, etc., need to do more to encourage advanced students to continually challenge themselves.
- Students who are advanced should be encouraged to take the AP examination.
- The advanced placement examination should be instituted as policy.

Improving Classroom Instruction

- More advanced courses should be offered at all grade levels and one respondent indicated that more AP courses should be offered at Banneker. (3)
- Any AP course should be equal to one credit in college and should offer two credits in high school.
- Insure lab time requirements for AP science by keeping labs open after school.
- Provide a stipend for AP lab instructors after school.
- Teachers on all levels should network and develop ways and means to identify advanced children in the early grades and nurture and encourage them along the way. The advance placement goals are commendable but must be implemented on the elementary level in order to prepare students to qualify for AP on the secondary level. (2)
- The students should have a "B" average to be in the AP program.
- The entry level for the Advance Placement Program should be set at a 4.0 grade point average.
- In order for a student to skip to a higher grade, they should be tested on the skills for that grade level.
- Advanced Placement courses are clearly a good idea but costly to maintain.

Recruitment, Training and Staff Development

- Counselors need to be more aware of career center offerings and they must be trained in the interpretation and use of AP test score data.
- The quality of personnel and vigor of instruction are key to the success of this program. (3)
- Hire only the best teachers in accordance with Princeton requirements.

Printed in U.S.A. SIDE 1

NEEDS ASSESSMENT

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Group Identification:

(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A-Parent 1B-Community Representative 1C-School Board Member

2A-Student, Grade K-6 2B-Student, Grade 7-12 2C-Student, Adult

3A-Teacher, Elementary 3B-Teacher, Secondary

4A-Principal/Assistant - Elementary 4B-Principal/Assistant - Secondary

5A-Other (specify) ____

==

Goal #1: *To integrate technology into the total educational process, including expansion of Writing-to-Read to all elementary schools, matching instructional videotapes to the CBC objectives, and evaluating the use of computers in schools and offices.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A-Poor 6B-Fair 6C-Good 6D-Excellent 6E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A-Budget
7B-Curriculum
7C-Equipment/Materials
7D-Evaluation
7E-Facilities
8A-Management
8B-Organizational Structure
8C-Personnel
8D-Planning
8E-Policy Considerations
9A-Research
9B-Staff Development
9C-Student Entry Level
9D-Technology
9E-Time Allocated

10A-Other (specify) ________________________________

==

Goal #2: *To upgrade all library/media centers to the standards of the Mid-Atlantic Association for Secondary Schools and Colleges.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A-Poor 11B-Fair 11C-Good 11D-Excellent 11E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A-Budget
12B-Curriculum
12C-Equipment/Materials
12D-Evaluation
12E-Facilities
13A-Management
13B-Organizational Structure
13C-Personnel
13D-Planning
13E-Policy Considerations
14A-Research
14B-Staff Development
14C-Student Entry Level
14D-Technology
14E-Time Allocated

15A-Other (specify) ________________________________

==

Goal #3: *To improve citywide technology services by establishing a computer software lending/reference library, an in-house repair maintenance facility, print media for film and library services, and a computerized inventory of hardware and software for instruction and management.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A-Poor 16B-Fair 16C-Good 16D-Excellent 16E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A-Budget
17B-Curriculum
17C-Equipment/Materials
17D-Evaluation
17E-Facilities
18A-Management
18B-Organizational Structure
18C-Personnel
18D-Planning
18E-Policy Considerations
19A-Research
19B-Staff Development
19C-Student Entry Level
19D-Technology
19E-Time Allocated

20A-Other (specify) ________________________________

==

Y N
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SURVEY NUMBER

FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

EDUCATIONAL TECHNOLOGY
SURVEY NAME

SURVEY B
5-91 No. 19637

149

NATIONAL COMPUTER SYSTEMS

NCS Trans-Optic® MP50-19037-109

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Goal #4: *To implement Instructional Television Fixed Service (ITFS) activities in schools by preparing schools to receive the ITFS System, establishing equipment maintenance contracts, initiating ITFS programs in schools, and evaluating ITFS usage.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor **21B**-Fair **21C**-Good **21D**-Excellent **21E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget
22B-Curriculum
22C-Equipment/Materials
22D-Evaluation
22E-Facilities
23A-Management
23B-Organizational Structure
23C-Personnel
23D-Planning
23E-Policy Considerations
24A-Research
24B-Staff Development
24C-Student Entry Level
24D-Technology
24E-Time Allocated
25A-Other (specify)______________________________

==

Goal #5: *To integrate the use of interactive technology, computers, videotapes, videodiscs, audiotapes, ITFS, and compact disc ROM, into a technological system for utilization in local school laboratories.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor **26B**-Fair **26C**-Good **26D**-Excellent **26E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A-Budget
27B-Curriculum
27C-Equipment/Materials
27D-Evaluation
27E-Facilities
28A-Management
28B-Organizational Structure
28C-Personnel
28D-Planning
28E-Policy Considerations
29A-Research
29B-Staff Development
29C-Student Entry Level
29D-Technology
29E-Time Allocated
30A-Other (specify)______________________________

==

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

EDUCATIONAL TECHNOLOGY

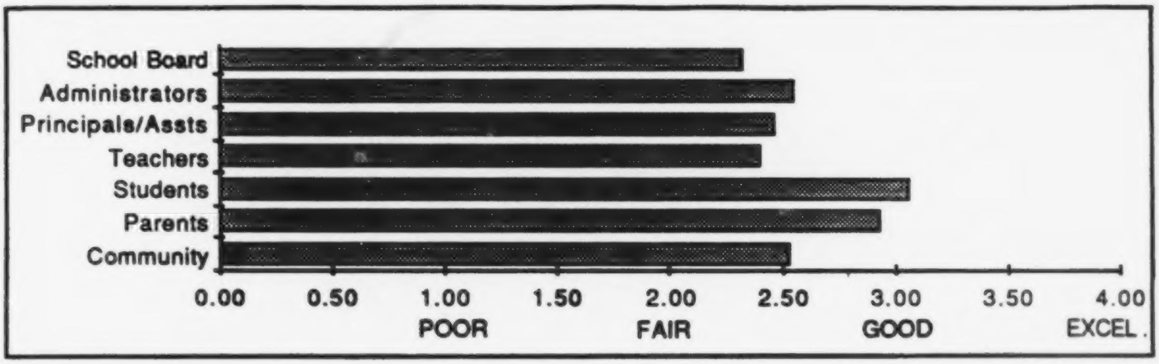
EDUCATIONAL TECHNOLOGY

Definition: Educational Technology is the knowledge and application of technology to improve learning and instruction through computers, video discs, robotics, instructional television, books, film and videotapes.

Survey Respondents

School Board Members - 3
Administrators - 46
Principals/Assistants - 34
Teachers - 65
Students - 25
Parents - 32
Community Representatives - 41
Unidentified - 6
Total Respondents - 252

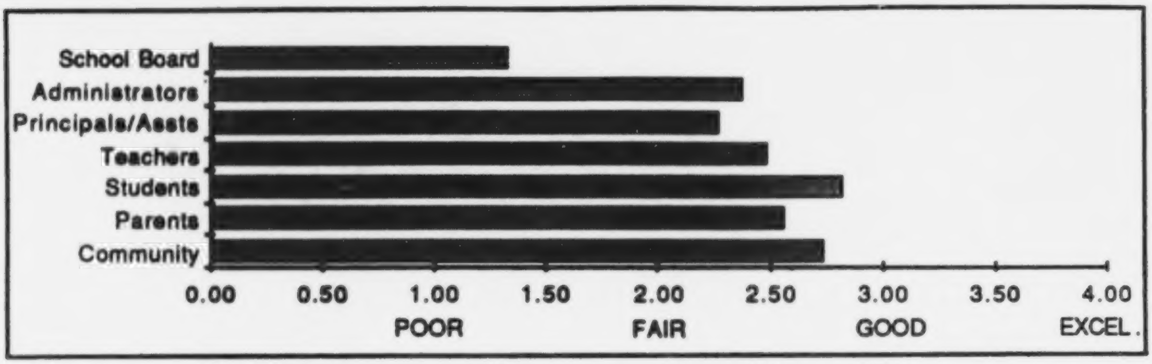
Goal Statement #1: To integrate technology into the total educational process, including the use of computers specified by the curriculum, and the utilization of instructional videotapes to achieve CBC objectives; and, the refinement and use of computers for administrative purposes in local schools and offices.



Total response - 223
No response - 11
No opinion - 17
Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 26.5%, Equipment/Materials 21.1%, Personnel 9.8%.

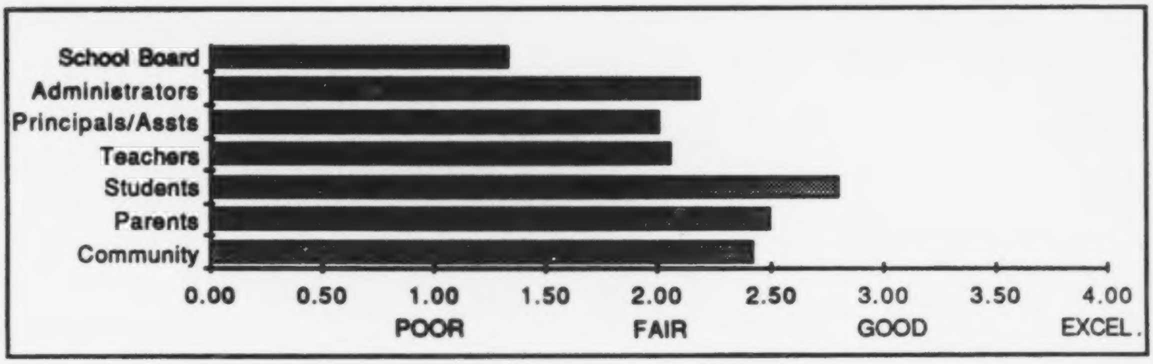
Goal Statement #2: To upgrade all library/media centers to the standards of the Mid-Atlantic Association for Secondary Schools and Colleges.



Total response - 207
No response - 13
No opinion - 32
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 38.0%, Equipment/Materials 26.6%, Personnel 6.3%.

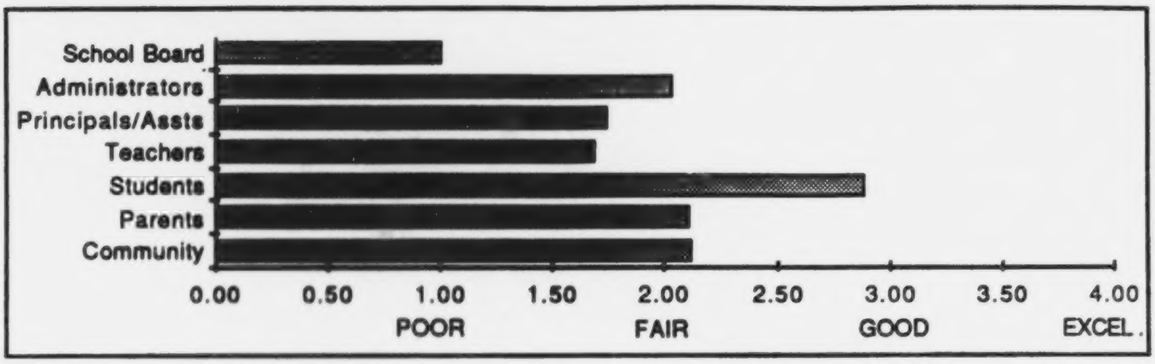
Goal Statement #3: To improve citywide technology services by establishing a computer software lending/reference library, an in-house repair maintenance facility, print media for film and library services, and a computerized inventory of hardware and software for instruction and management.



Total response - 220
No response - 12
No opinion - 20
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 41.7%, Equipment/Materials 18.4%, Personnel 6.3%.

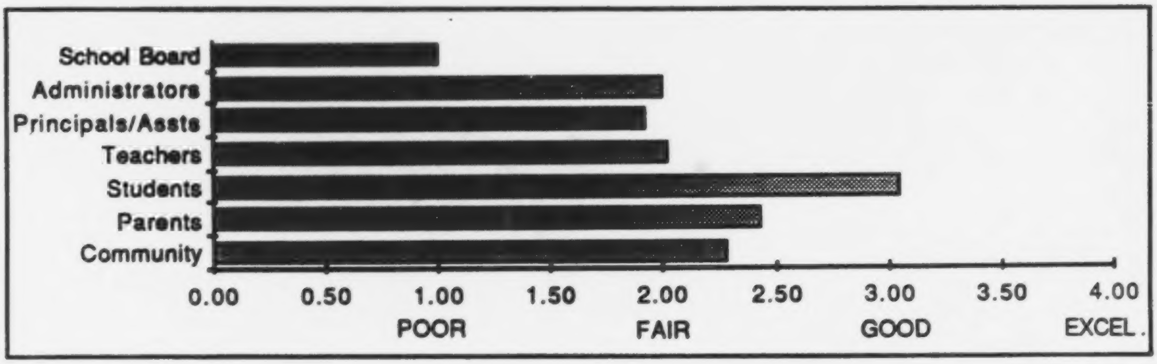
Goal Statement #4: To implement Instructional Television Fixed Service (ITFS) activities in schools by preparing schools to receive the ITFS System, establishing equipment maintenance contracts, initiating ITFS programs in schools, and evaluating ITFS usage.



Total response - 174
No response - 28
No opinion - 50
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 33.1%, Equipment/Materials 16.3%, Planning 11.2%.

Goal Statement #5: To integrate the use of interactive technology, computers, videotapes, videodiscs, audiotapes, ITFS, and compact disc ROM, into a technological system for utilization in local school laboratories.



Total response - 191
No response - 36
No opinion - 25
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 25.8%, Equipment/Materials 19.1%, Planning 10.1%.

EDUCATIONAL TECHNOLOGY COMMENTS

Comments from participants on Educational Technology goal statements supported the idea that the proper use of technology can enhance the total school curriculum and better prepare students for the future. Educational technology is a powerful motivational tool as well. Administrative improvements are needed including stronger leadership, especially in library science; program reorganization and better coordination of functions; and, a faster and more effective program of automation by DIRM. Increases in budget for computer hardware and software for instruction were requested as well as increases for library collections and the use of technology in libraries at all levels. Recruitment and hiring of personnel trained in the use of technology and more on-site, work-specific, in-service staff development for employees was requested. Faster turn-around time for equipment repairs, especially computers, is urgently needed since delayed repairs translate into a disrupted teaching program.

Improving Classroom Instruction

- The proper use of proven technology can enhance the total school curriculum, enhance individualized instruction, provide additional motivation to students, and better prepare them for the future. (4)
- Provide more materials (software) for children.
- "The school system would benefit more by using proven technology as opposed to state of the art technology."
- "It may not be good to mandate specific programs in every school, e.g., 'Writing to Read.' If a school's students are learning to read well under exisiting programs, the staff should have the option to adopt possible new programs."

Recruitment, Training and Staff Development

- Provide computer laboratory assistants on the elementary level.
- Library Media Specialists need specific hands-on training in operating new technology; provide additional trained and motivated personnel in individual schools to run and repair equipment; provide staff development for current employees; provide office-specific, on-site training for regional, school, and office personnel; too often, technology and programs are introduced with at best cursory staff development -- there must be comprehensive and continuous staff development. (9)
- Acquisition of ITFS and compact disc ROM should be accelerated. Staff development needs will be massive.

Organizational Concerns

- Consideration should be given to an organizational structure that integrates educational technology, media, computers and library science.

- "Little leadership exists to put program in place; no specific plan of action;" competent leadership is essential; creative and future-thinking leadership is needed in library science; leadership is needed in DIRM to implement an effective program of automation. (4)

Budget, Resources and Materials

- Provide necessary budget for changes, i.e. more and expert personnel, hardware and software, and so forth.
- Upgrade library collections in each school to reflect needs and interests of the population served. (2)
- Every senior high school library needs a heavy-duty copier and microflim copiers.
- Provide the latest in computers and other hardware and software to departments; supervisors should have equipment and software readily available for workshops with teachers. (2)
- Budgets should be established to allow equipment to be serviced within a reasonable period of time.
- Improved accounting of supplies and equipment is essential.

Equipment Maintenance and Repair

- The computer labs are great, but they must be made to work and work well; delayed repairs mean a disrupted teaching program; "establish a reliable support system for this program before rushing off to buy more hardware."
- DCPS needs a fast and reliable centralized hardware and equipment maintenance system. (3)

Miscellaneous

- Upgrade electrical wiring in schools to include coaxial outlets for Local Area Networks (LAN), Instructional Television Fixed Service (ITFS), and so forth; improve coordination between Buildings and Grounds and school personnel to insure accurate placement of wiring needs; greater sensitivity for cosmetic appearance and safety should be demonstrated by installers; and, the procedure for purchasing security doors should be seriously reviewed for expediency.
- It would be good to have a suggestion box for instructional tapes and to create videos in-house.
- "Before we can use technology, we must first be readers. More emphasis should be placed on the library by well-read administrators."
- Garnet-Patterson Junior High School needs more technology.

- Evaluation of computer labs and new technology is needed; the system must utilize evaluation data to guide equipment and software purchases; purchases of full classes of software must be a goal in order to provide adequate services to a large number of students.

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NEEDS ASSESSMENT

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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SURVEY NUMBER

Group Identification:

(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ______________________________

==

***Goal #1:** To develop the music talent of elementary students such that they can sing melodies demonstrating good tone quality; play music from a score; compare the styles of compositions; arrange notes and rests in rhythmic patterns; and, for instrumental music students, to play grade 1 selections.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget	8A=Management	9A=Research
7B=Curriculum	8B=Organizational Structure	9B=Staff Development
7C=Equipment/Materials	8C=Personnel	9C=Student Entry Level
7D=Evaluation	8D=Planning	9D=Technology
7E=Facilities	8E=Policy Considerations	9E=Time Allocated

10A=Other (specify) ______________________________

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***Goal #2:** To develop the music talent of junior high school students such that they can perform musically and develop through the beginning, intermediate, and advanced levels appropriate to their training; and, demonstrate musical elements and styles.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget	13A=Management	14A=Research
12B=Curriculum	13B=Organizational Structure	14B=Staff Development
12C=Equipment/Materials	13C=Personnel	14C=Student Entry Level
12D=Evaluation	13D=Planning	14D=Technology
12E=Facilities	13E=Policy Considerations	14E=Time Allocated

15A=Other (specify) ______________________________

==

***Goal #3:** To develop the music talent of senior high school students enrolling in music classes such that they can advance in their performance abilities; demonstrate rhythm, melody, harmony, timbre, form and technique; and, identify selected musical pieces as to form, composer and historical period.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget	18A=Management	19A=Research
17B=Curriculum	18B=Organizational Structure	19B=Staff Development
17C=Equipment/Materials	18C=Personnel	19C=Student Entry Level
17D=Evaluation	18D=Planning	19D=Technology
17E=Facilities	18E=Policy Considerations	19E=Time Allocated

20A=Other (specify) ______________________________

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FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME ***MUSIC***

SURVEY B
5-99 No. 19637

157

NATIONAL COMPUTER SYSTEMS NCS

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Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

MUSIC

NATIONAL
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SYSTEMS

MUSIC

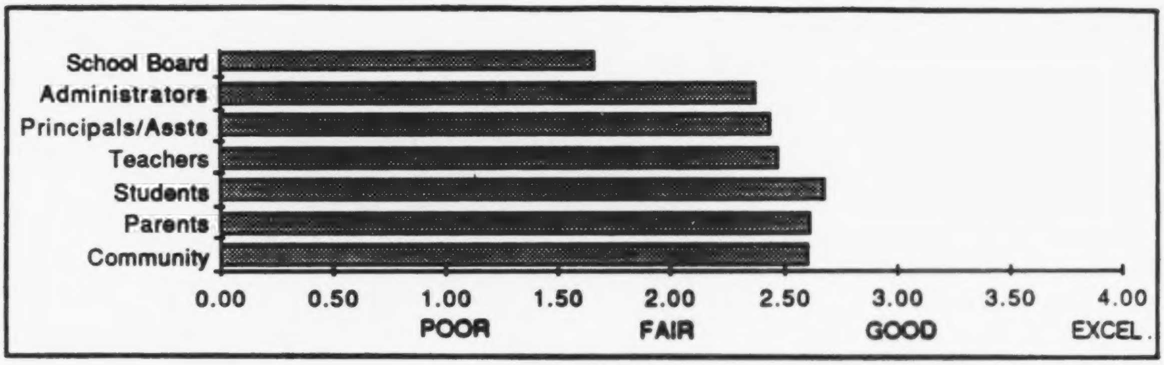
Definition: Music is the expression of a pleasing combination of vocal or instrumental tones in a composition having melody, rhythm, harmony, and form. Students in the music education program experience instruction in singing, playing, listening to, reading, and writing music; leading to performance experiences in choirs, orchestras and bands.

Survey Respondents

School Board Members - 3
Administrators - 49
Principals/Assistants - 37
Teachers - 61

Students - 26
Parents - 34
Community Representatives - 45
Unidentified - 5
Total Respondents - 260

Goal Statement #1: To develop the music talent of elementary students such that they can sing melodies demonstrating good tone quality; play music from a score; compare the styles of compositions; arrange notes and rests in rhythmic patterns; and, for instrumental music students, to play grade 1 selections.

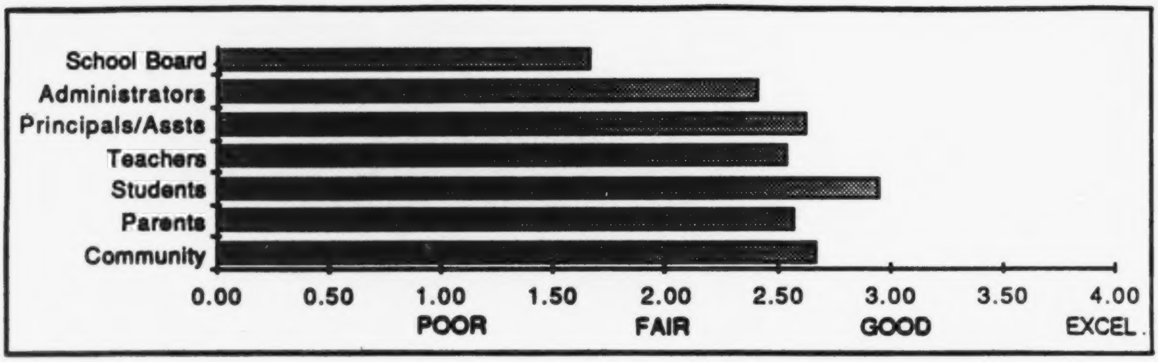


Total responses - 209
No response - 15

No opinion - 35
Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 24.5%, Personnel 19.9%, Equipment/Materials 19.4%.

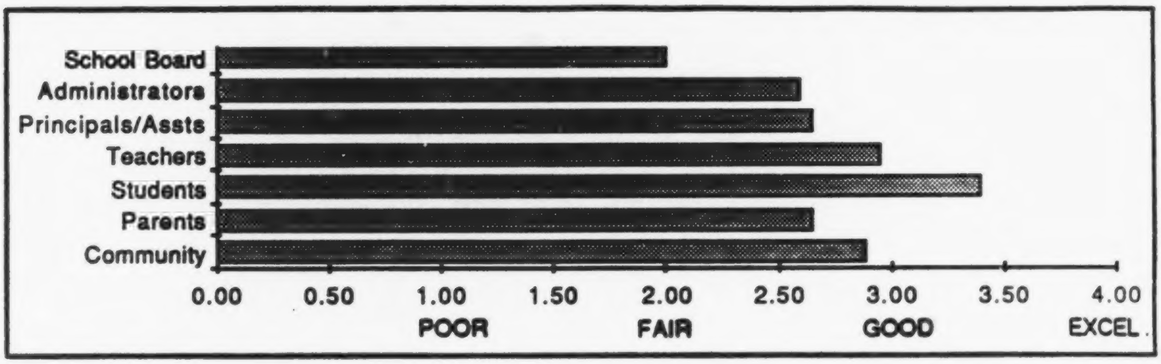
Goal Statement #2: To develop the music talent of junior high school students such that they can perform musically and develop through the beginning, intermediate, and advanced levels appropriate to their training; and, demonstrate musical elements and styles.



Total responses - 195
No response - 19
No opinion - 46
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 20.9%, Personnel 17.0%, Equipment/Materials 16.5%.

Goal Statement #3: To develop the music talent of senior high school students enrolling in music classes such that they can advance in their performance abilities; demonstrate rhythm, melody, harmony, timbre, form and technique; and, identify selected musical pieces as to form, composer and historical period.



Total responses - 189
No response - 22
No opinion - 49
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 24.3%, Equipment/Materials 12.4%, Personnel 11.9%.

MUSIC COMMENTS

Comments from respondents suggest that an expanded curriculum and additional classes at all levels are desired. In-school programs would be expanded by some, while others prefer before and after school instrumental programs. The present music program needs additional resources at all levels including personnel, materials, and instruments. School schedules should leave adequate room for music education.

Personnel Concerns

- There should be at least two instrumental music teachers per school. (2)
- More music teachers are needed on all levels especially on the elementary level. (11)
- Careful consideration should be given to selecting personnel to serve in the elementary school.
- On the high school level there should be music teachers for each major music area.
- All special education schools should have music teachers.

Budget

- Provide sufficient funds to allow every student to have the opportunity to be exposed to music.

Improving The Music Program

- Music should be required and evaluated for all students in grades 4-6.
- Music needs the respect of other academic subjects.
- More music classes on all levels are needed. (2)
- A before and/or after school instrumental music program should be introduced on the elementary level using inexpensive instruments.
- Less emphasis should be placed on music.
- On the elementary level, music should be used as a form of physical therapy for students.
- Elementary students should be provided ample opportunity for as many hands-on experiences as possible.

- Music should be taught as an art form which is integrated into all subjects.
- The curriculum needs to be expanded on the high school level.
- Promote DCPS student performances in the community.
- The Fillmore Arts Center, an excellent music program for elementary and middle school children, should be replicated in other regions.

Music Materials, Equipment, and Facilities

- There is a need for more music books.
- Schools should update music books and equipment.
- Infuse computer technology in the area of music; there are excellent computer software packages available in music history, theory and appreciation.
- Apple computer systems should be the DCPS preferred system for all music instruction.

Effective Planning

- Some mechanism should be developed that allows for regular updating/status reports for administrators and supervisors outside of a particular discipline.
- Goals being assessed are frustrated by overload; the time for such electives has been eliminated.
- More opportunity is needed for teachers to meet with supervisors for staff development on school time.
- In order to have an excellent music program the school system needs to be prepared to finance it.

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SIDE 1

SCAN BOTH SIDES
WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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SURVEY
NUMBER

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ____________________

Goal #1: *To provide all elementary students with art experiences enabling them to comprehend, appreciate, and criticize art forms; and, to imaginatively and effectively use art materials and design elements.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities
8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations
9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated
10A=Other (specify) ____________________

Goal #2: *To provide junior high school students with art skills, materials, and experiences to produce original compositions, critically discuss art in its historical context; develop potential talent; identify aesthetic elements; consider career potentials; and, relate art to other subject areas.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities
13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations
14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated
15A=Other (specify) ____________________

Goal #3: *To provide senior high school art students with basic and in-depth art skills and experiences enabling them to demonstrate historical comprehension, aesthetic awareness and appreciation of art around them; produce original drawings, paintings, and designs in other art media; and, develop potential artistic talent.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities
18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations
19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated
20A=Other (specify) ____________________

FEED THIS DIRECTION

INSTRUCTIONS
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- Fill circles completely
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SURVEY NAME ART

5-105
SURVEY B
No. 19637

163

NATIONAL COMPUTER SYSTEMS

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Goal #4: *To provide scheduled art instruction for every student by a certified art teacher for at least 100 minutes per week on the elementary level, and 90 class periods per school year on the junior high school level.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor 21B-Fair 21C-Good 21D-Excellent 21E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget
22B-Curriculum
22C-Equipment/Materials
22D-Evaluation
22E-Facilities
23A-Management
23B-Organizational Structure
23C-Personnel
23D-Planning
23E-Policy Considerations
24A-Research
24B-Staff Development
24C-Student Entry Level
24D-Technology
24E-Time Allocated
25A-Other (specify)________________________________

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Goal #5: *To provide every high school student with an appreciation of art and experience in self-expression through art by establishing an art requirement for graduation from high school.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor 26B-Fair 26C-Good 26D-Excellent 26E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A-Budget
27B-Curriculum
27C-Equipment/Materials
27D-Evaluation
27E-Facilities
28A-Management
28B-Organizational Structure
28C-Personnel
28D-Planning
28E-Policy Considerations
29A-Research
29B-Staff Development
29C-Student Entry Level
29D-Technology
29E-Time Allocated
30A-Other (specify)________________________________

==

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

ART

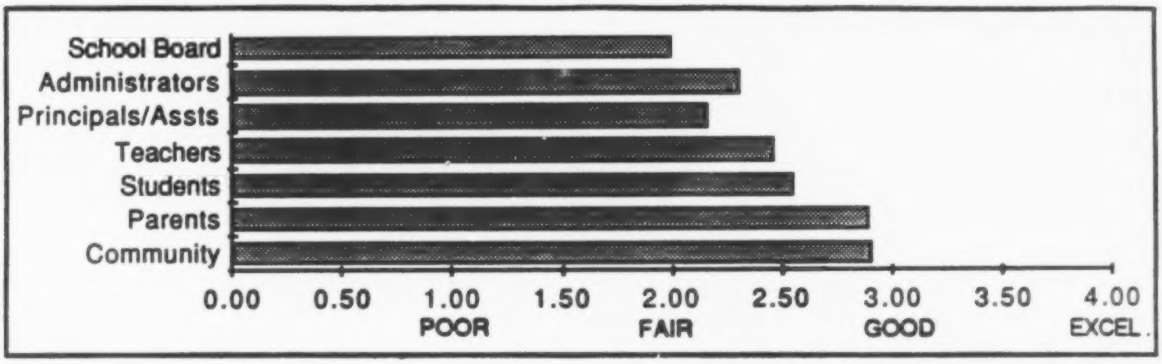
ART

Definition: Art is a universal language, basic in the world around us. It visually expresses the artist's ideas and experiences through line, form, texture, color and space. These elements are consciously or intuitively ordered according to design principles which include harmony, emphasis, repetition, balance and proportion. Art instruction includes the sequential study of and experiences with design principles, historical concepts, art techniques, creative skills, criticism approaches and aesthetic insights.

Survey Respondents

School Board Members - 3
Administrators - 42
Principals/Assistants - 36
Teachers - 66
Students - 26
Parents - 39
Community Representatives - 38
Unidentified - 6
Total Respondents - 256

Goal Statement #1: To provide all elementary students with art experiences enabling them to comprehend, appreciate, and criticize art forms; and, to imaginatively and effectively use art materials and design elements.

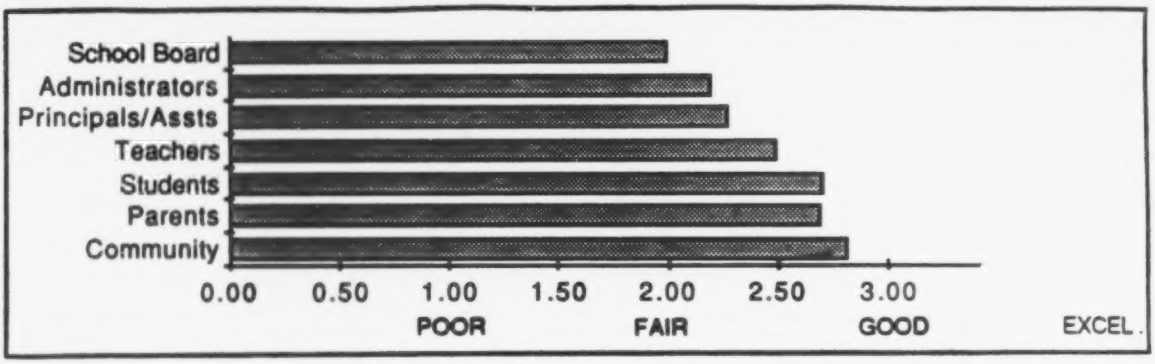


Total responses - 219
No response - 10
No opinion - 25
Multiple response - 2

The three areas of greatest need as identified by respondents are: Budget 27.4%, Equipment/Materials 21.4%, Personnel 20.9%.

Art (Continued)

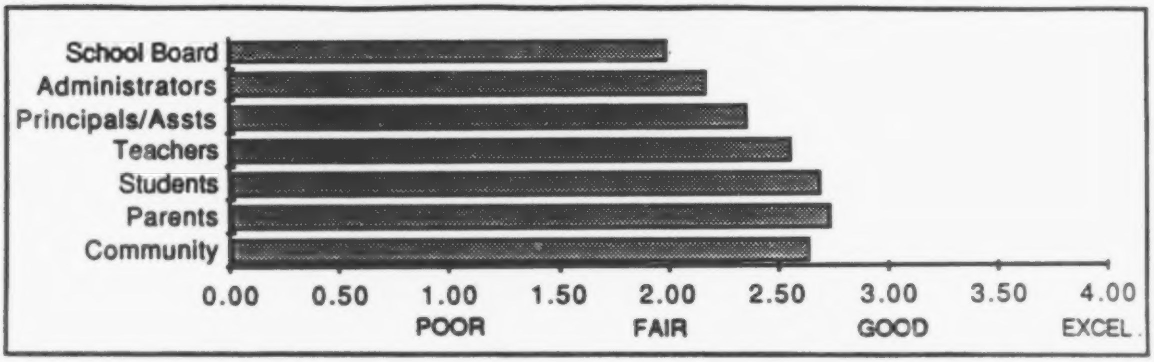
Goal Statement #2: To provide junior high school students with art skills, materials, and experiences to produce original compositions; critically discuss art in its historical context; develop potential talent; identify aesthetic elements; consider career potentials; and, relate art to other subject areas.



Total responses - 200
No response - 11
No opinion - 44
Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 21.5%, Equipment/Materials 19.4%, Personnel 18.3%.

Goal Statement #3: To provide senior high school art students with basic and in-depth art skills and experiences enabling them to demonstrate historical comprehension, aesthetic awareness and appreciation of art around them; produce original drawings, paintings, and designs in other art media; and, develop potential artistic talent.

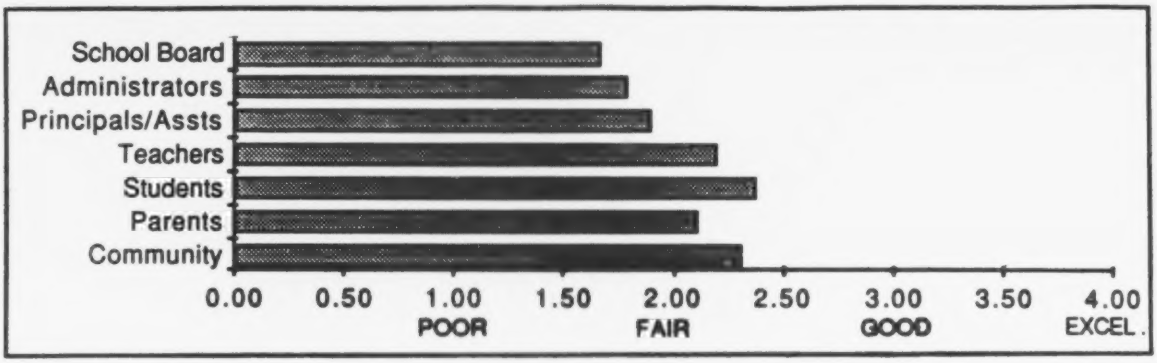


Total responses - 189
No response - 11
No opinion - 55
Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 21.5%, Personnel 16.7%, Equipment/Materials 16.1%.

Art (Continued)

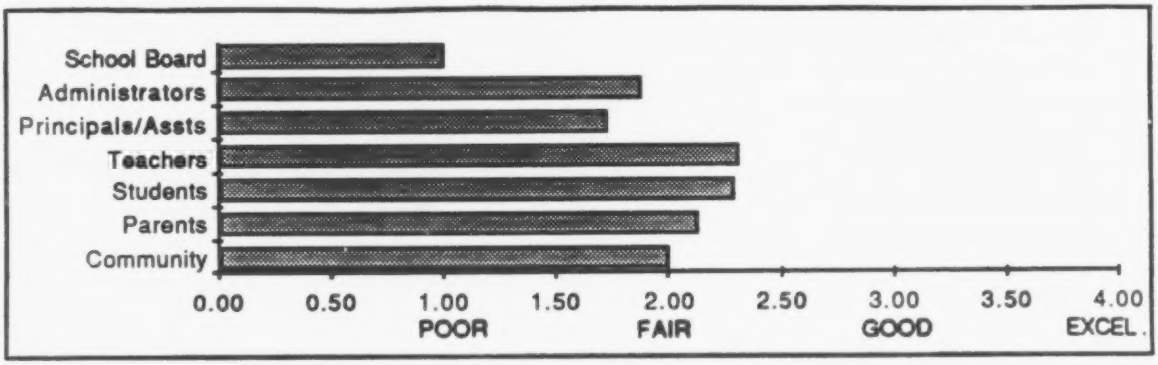
Goal Statement #4: To provide scheduled art instruction for every student by a certified art teacher for at least 100 minutes per week on the elementary level, and 90 class periods per school year on the junior high school level.



Total responses - 211
No response - 22
No opinion - 23
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 31.6%, Personnel 26.5%, Equipment/Materials 8.2%.

Goal Statement #5: To provide every high school student with an appreciation of art and experience in self-expression through art by establishing an art requirement for graduation from high school.



Total responses - 178
No response - 26
No opinion - 52
Multiple response - 0

The three areas of greatest need as identified by respondents are: Curriculum 19.1%, Budget 16.2%, Personnel 13.9%.

ART COMMENTS

The greatest number of comments stressed the need to provide art classes to all students, with a special need for elementary schools, and some reservation about making art mandatory at the high school level. Other comments discussed ways to provide needed instructors and materials to support the art program. A few persons recognized the unique role art can play for special education students, and others suggested new approaches for art, such as establishing a permanent student art gallery and sponsoring an annual art show.

Art Instruction for All Students

- Art should be a major part of the daily/weekly curriculum of all students, Pre-kindergarten through 12th grade. (3)
- Art classes should be provided to all students, at least once a week in all elementary schools. (3)
- Art can improve motor development and mathematics skills of elementary students.
- Elementary art periods are far too short, and not frequent enough (twice a month in our school) to provide adequate teaching time for a successful art program.
- At least one semester of art should be included in each student's program in junior and senior high school.
- Art can assist students in special education; extend art instruction to them. (2)

More Art Teachers

- There should be more art teachers, including a certified art teacher in every school, and an adequate staff in junior high school to ensure availability of the required number of class periods. (3)
- Utilize local artists and graduate art students enrolled at local universities as visiting teachers. (2)

Art Supplies

- Get more materials for the classes.
- Let students buy their own art supplies.
- Funds seem to be adequate, but planning and policies to obtain art materials seem to be lacking. The Art Director should meet with persons in all branches of management services on a quarterly basis to ensure an adequate provision of art supplies.

Art as a Graduation Requirement

- A fine arts course should be available in the curriculum before an art credit is required for graduation.
- Art on the secondary level should be a viable, but an elective option. Artistic ability is a talent not a learned skill. (2)
- Try not to put pressure on art. It can be a requirement, but recognize that some people don't like art.
- Art is important in the curriculum; however, it is not a top priority.

Art Curriculum and Experiences

- Students should be provided art experiences to broaden their exposure and develop their appreciation. (2)
- Teach students to recognize different art styles.
- The emphasis should be on creative expression for all students.
- More students who are interested in art should become involved.
- A selection of levels of art, such as beginner, amateur, and expert, might be more helpful for students.
- Our city has more museums and art galleries than almost any other city in the country. Use the facilities!

Student Opportunities to Exhibit Art

- Establish a DCPS art gallery where students' work and projects may be displayed.
- Have an annual art show with awards much like the science fair.

Printed in U.S.A. SIDE 1

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

NEEDS ASSESSMENT

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ______________________________

==

Goal #1: *To incorporate the study of drama in the English/Language Arts curriculum for each grade level.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities
8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations
9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated
10A=Other (specify) ______________________________

==

Goal #2: *To improve and encourage the use of speech and drama in every school by providing an inservice course on play production for the identified building coordinators of the speech and drama program.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities
13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations
14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated
15A=Other (specify) ______________________________

==

Goal #3: *To encourage teachers to use speech and drama as a medium for improving students' oral proficiency by conducting workshops with teacher groups.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities
18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations
19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated
20A=Other (specify) ______________________________

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FEED THIS DIRECTION

INSTRUCTIONS

- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME **SPEECH/DRAMA**

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Y N
20 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

SURVEY NUMBER

SURVEY B
5-113 No. 19637

170

NATIONAL COMPUTER SYSTEMS

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Y N
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Goal #4: *To secure the involvement of at least 75% of all schools in the Speech and Drama Competition, according to the following timeline: 35% in SY 1987-88; 45% in SY 1988-89; 55% in SY 1989-90; 65% in SY 1990-91; 75% in SY 1991-92.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A=Poor **21B**=Fair **21C**=Good **21D**=Excellent **21E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A=Budget
22B=Curriculum
22C=Equipment/Materials
22D=Evaluation
22E=Facilities

23A=Management
23B=Organizational Structure
23C=Personnel
23D=Planning
23E=Policy Considerations

24A=Research
24B=Staff Development
24C=Student Entry Level
24D=Technology
24E=Time Allocated

25A=Other (specify)____________________________________

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Goal #5: *To increase the participation of local parochial and private schools in the Speech and Drama Competition.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A=Poor **26B**=Fair **26C**=Good **26D**=Excellent **26E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A=Budget
27B=Curriculum
27C=Equipment/Materials
27D=Evaluation
27E=Facilities

28A=Management
28B=Organizational Structure
28C=Personnel
28D=Planning
28E=Policy Considerations

29A=Research
29B=Staff Development
29C=Student Entry Level
29D=Technology
29E=Time Allocated

30A=Other (specify)____________________________________

==

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

SPEECH/DRAMA

NATIONAL
COMPUTER
SYSTEMS

SPEECH/DRAMA

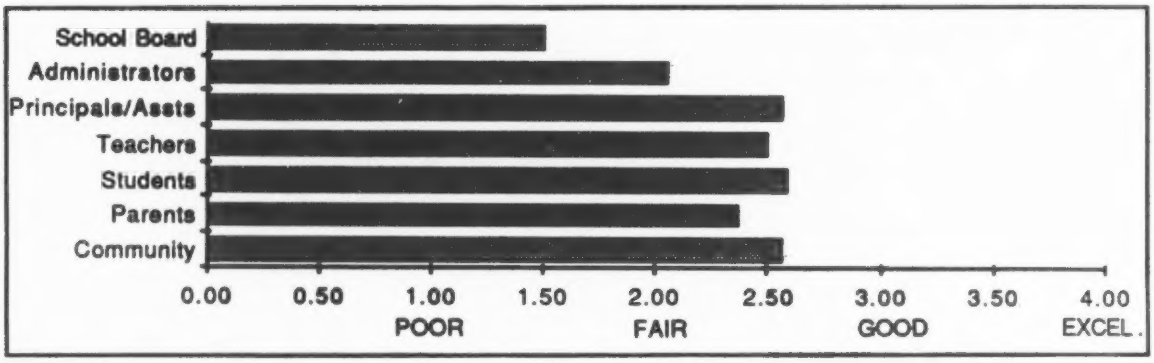
Definition: Speech and drama are oral communication programs that provide students with opportunities for improving verbal expression and self image. Speech instruction helps students communicate effectively and practice everyday speech and formal oral expressions. Drama instruction develops and sharpens students' language skills, experimental repertoires, and knowledge and experience with dramatic productions. Activities in speech and drama assist students with developing their problem-solving and decision-making skills, and in exploring their creative potentials.

Survey Respondents

School Board Members - 3
Administrators - 43
Principals/Assistants - 35
Teachers - 60

Students - 29
Parents - 47
Community Representatives - 30
Unidentified - 7
Total Respondents - 254

Goal Statement #1: To incorporate the study of drama in the English/Language Arts curriculum for each grade level.

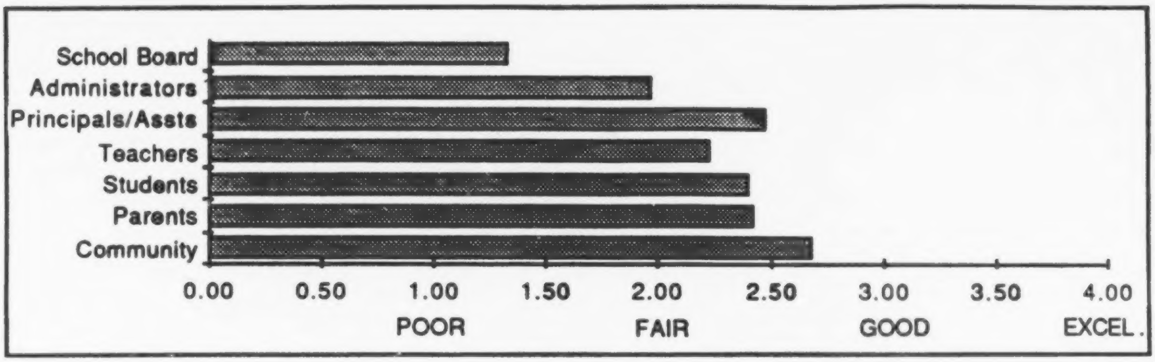


Total responses - 208
No response - 23

No opinion - 23
Multiple response - 0

The three areas of greatest need as identified by respondents are: Curriculum 22.5%, Budget 12.3%, Personnel 11.2%.

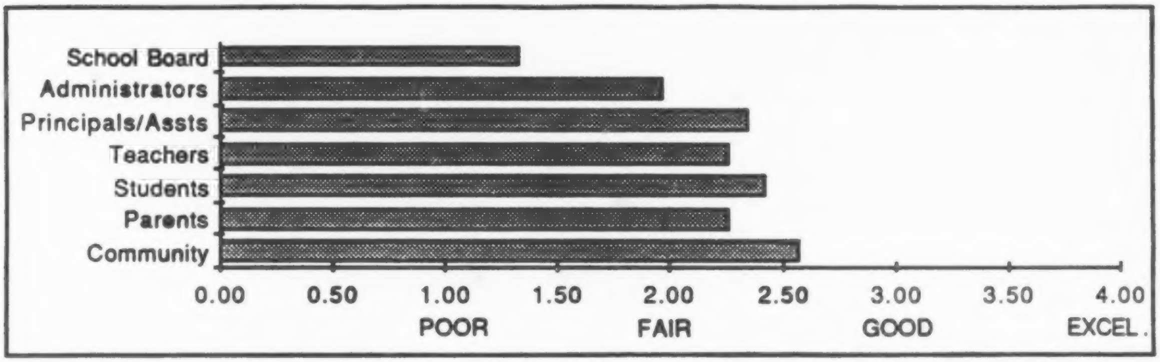
Goal Statement #2: To improve and encourage the use of speech and drama in every school by providing an inservice course on play production for the identified building coordinators of the speech and drama program.



Total responses - 210
No response - 23
No opinion - 21
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 17.9%, Planning 14.7%, Staff Development 13.7%.

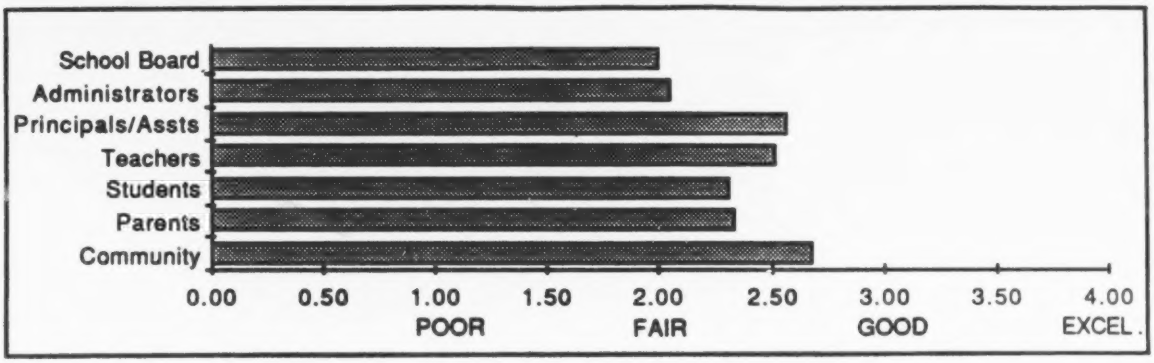
Goal Statement #3: To encourage teachers to use speech and drama as a medium for improving students' oral proficiency by conducting workshops with teacher groups.



Total responses - 214
No response - 22
No opinion - 18
Multiple response - 0

The three areas of greatest need as identified by respondents are: Staff Development 31.4%, Budget 13.6%, Planning 11.5%.

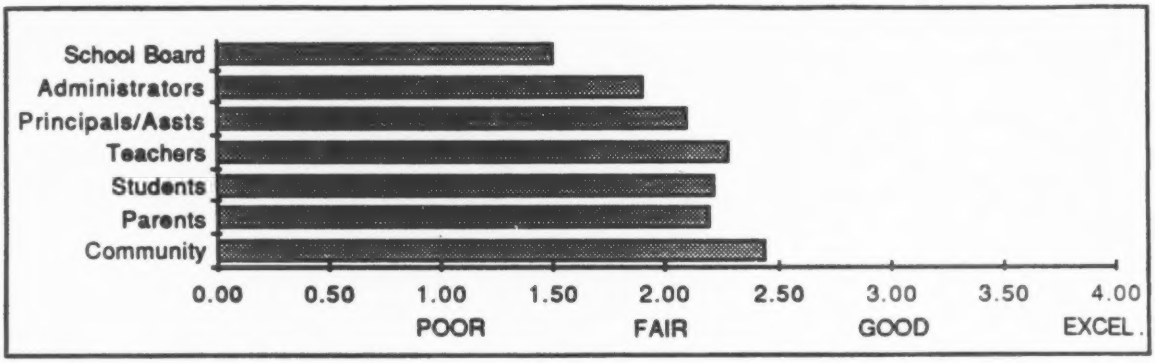
Goal Statement #4: To secure the involvement of at least 75% of all schools in the Speech and Drama Competition, according to the following timeline: 35% in SY 1987-88; 45% in SY 1988-89; 55% in SY 1989-90; 65% in SY 1990-91; 75% in SY 1991-92.



Total responses - 192 No opinion - 38
No response - 24 Multiple response - 0

The three areas of greatest need as identified by respondents are: Planning 23.7%, Budget 13.0%, Time Allocated 10.2%.

Goal Statement #5: To increase the participation of local parochial and private schools in the Speech and Drama Competition.



Total responses - 170 No opinion - 48
No response - 36 Multiple response - 0

The four areas of greatest need as identified by respondents are: Planning 22.5%, Organizational Structure 13.6%, Budget 9.5%, Policy Considerations 9.5%.

SPEECH/DRAMA COMMENTS

Comments on the area of Speech/Drama gravitated toward practical suggestions for program improvement, including its development as a unique curriculum, K-12, separate from English and Language Arts. Interestingly, Speech/Drama was an area that respondents felt could benefit from greater community and church involvement. Additional comments addressed the citywide Speech/Drama competitions, the need for an increased budget and more teacher knowledge about Speech/Drama. Although respondents wanted the uniqueness and value of Speech/Drama recognized, there was also a recognition of the need to integrate Speech/Drama with the Humanities and use it to improve students' overall proficiency.

Program Development

- The objectives (goals) say a lot. Develop pilot projects before putting them into place.
- Speech/drama could be coordinated on the K-12 level establishing goals for each grade level. All too often speech/drama is a subpart of English and language arts. This is a definite separate subject.
- Encourage teachers to use speech/drama as a medium for improving the students' proficiency. Incorporate speech/drama into curriculum. (2)
- More speech is needed at the elementary level.
- The Fillmore Arts Center of the Six School Complex should become a citywide model for DCPS. The students thrive on drama and it gives them a sense of pride and accomplishment.
- Stress the humanities in curriculum development.
- Needed: required course for senior high school students (1/4 Carnegie Unit for speech, 1/4 Carnegie Unit for drama).

Community Involvement

- The community can be involved through churches and donated prizes.
- Ask churches to prepare children through special related activities that foster self-esteem. Send information on goals to area churches.
- Each school should get competent help in planning events. The community can be involved through churches.

Speech/Drama Competitions

- Publicize speech/drama contests.
- A policy that requires participation from every school at least every other year should be implemented.

- Revamp present guidelines for judging.
- All citywide competitions seem to occur at the same time. They must be spaced throughout the year.
- Each school should have in-school run-off competitions.

Teacher Proficiency in Speech/Drama

- This course should be a requirement for recertification for all teachers because coordinators change from year to year.
- Raise professional standards.
- Select teachers who are knowledgeable of subject matter. Teachers in the field of speech and drama should be creative and innovative.

Increased Resources

- Allocate more funds to help improve students' potentials so that they may acquire better understanding and command of the English language.
- We need math, science and literature texts before we can approach speech and drama competently.
- Additional monies to cover the time spent to prepare and rehearse students could be an incentive.
- In my school, the principal will not allow us to use school time for rehearsals and practices. If teachers must utilize their private time, they should be reimbursed.

Printed in U.S.A. SIDE 1

NEEDS ASSESSMENT

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Group Identification:

(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ______________________________

==

Goal #1: *To establish an SPP requirement for a minimum of 120 minutes per week of health education instruction on the elementary level, and an SSPP requirement for a one semester course in Health for 8th grade students.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities

8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations

9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated

10A=Other (specify) ______________________________

==

Goal #2: *To revise the elementary health education curriculum placing greater emphasis on personal self-esteem development, wellness and relationships.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities

13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations

14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated

15A=Other (specify) ______________________________

==

Goal #3: *To develop and implement a one semester course in health education, wellness, and self-esteem for 8th grade students.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities

18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations

19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated

20A=Other (specify) ______________________________

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Y N
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SURVEY NUMBER

FEED THIS DIRECTION

INSTRUCTIONS

- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME

HEALTH

SURVEY B
No. 19637
177

5-121

NATIONAL COMPUTER SYSTEMS NCS

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Goal #4: *To provide health education instructional textbooks and supplementary materials including information on current medical issues for all grade levels.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor 21B-Fair 21C-Good 21D-Excellent 21E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget
22B-Curriculum
22C-Equipment/Materials
22D-Evaluation
22E-Facilities

23A-Management
23B-Organizational Structure
23C-Personnel
23D-Planning
23E-Policy Considerations

24A-Research
24B-Staff Development
24C-Student Entry Level
24D-Technology
24E-Time Allocated

25A-Other (specify)______________________________

==

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

HEALTH

HEALTH

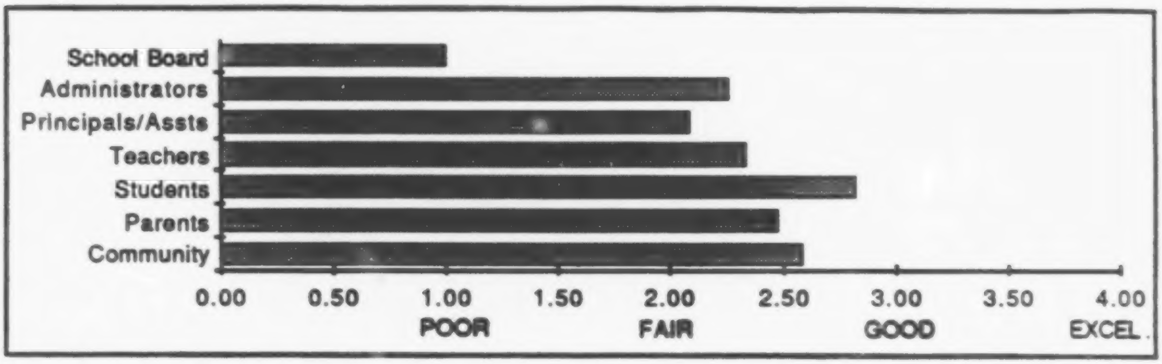
Definition: Health is the state of complete physical, mental and social well-being. The health program provides students with the knowledge to maintain appropriate health care and to voluntarily adopt behaviors that promote total wellness.

Survey Respondents

School Board Members - 3
Administrators - 52
Principals/Assistants - 40
Teachers - 58

Students - 29
Parents - 37
Community Representatives - 38
Unidentified - 5
Total Respondents - 262

Goal Statement #1: To establish an SPP requirement for a minimum of 120 minutes per week of health education instruction on the elementary level, and an SSPP requirement for a one semester course in health for 8th grade students.

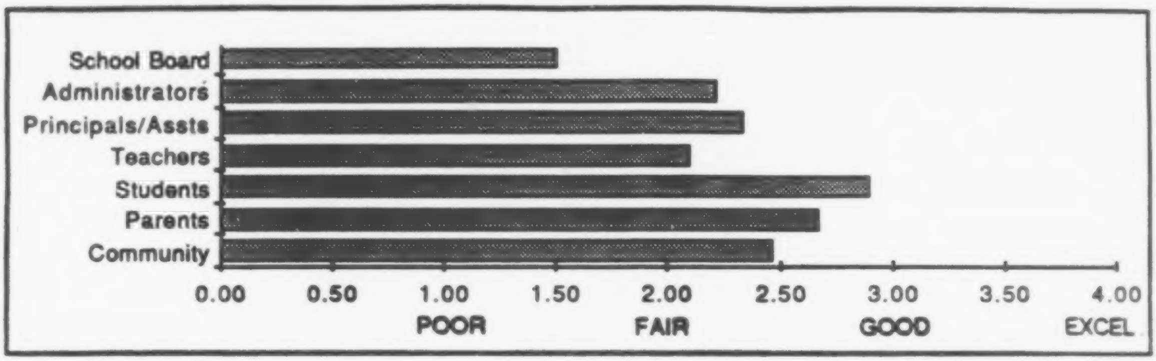


Total responses - 204
No response - 16

No opinion - 42
Multiple response - 0

The four areas of greatest need as identified by respondents are: Personnel 16.8%, Curriculum 15.7%, Budget 9.9%, Organizational Structure 9.9%.

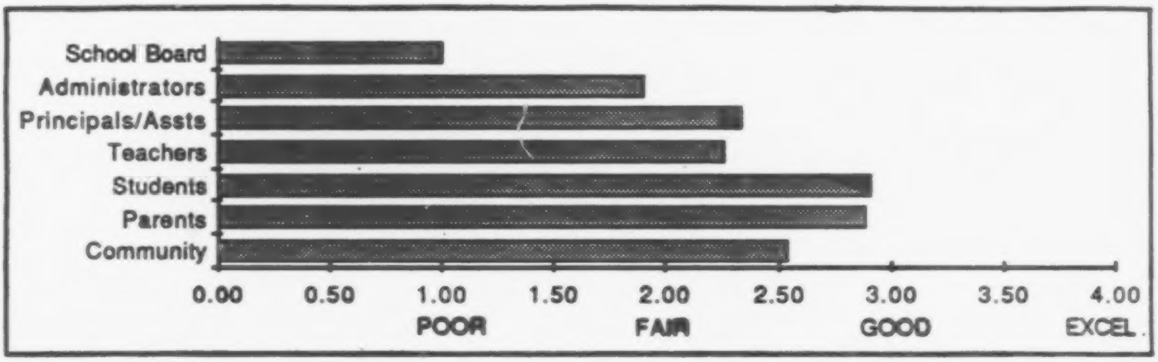
Goal Statement #2: To revise the elementary health education curriculum placing greater emphasis on personal self-esteem development, wellness and relationships.



Total responses - 207	No opinion - 38
No response - 17	Multiple response - 0

The three areas of greatest need as identified by respondents are: Curriculum 23.5%, Staff Development 17.1%, Personnel 11.2%.

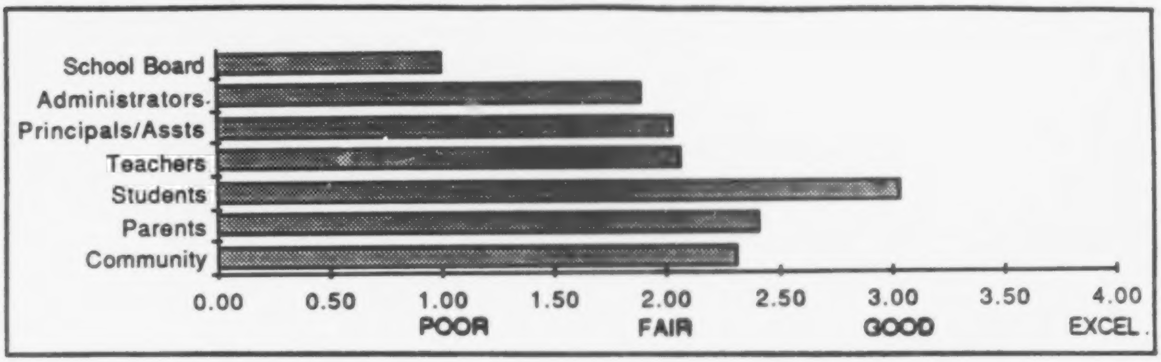
Goal Statement #3: To develop and implement a one semester course in health education, wellness, and self-esteem for 8th grade students.



Total responses - 176	No opinion - 65
No response - 20	Multiple response - 1

The four areas of greatest need as identified by respondents are: Curriculum 19.7%, Personnel 14.6%, Planning 11.8%, Staff Development 11.8%.

Goal Statement #4: To provide health education instructional textbooks and supplementary materials including information on current medical issues for all grade levels.



Total responses - 210
No response - 27

No opinion - 25
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 38.6%, Equipment/Materials 16.9%, Curriculum 11.6%.

HEALTH COMMENTS

Respondents to the Health goal statements indicated the need for more full-time nurses and resident health teachers. While one respondent felt that the public schools are doing well in the health area, others disagreed with the thrust of Goal # 1 mandating a fixed number of minutes per week of health instruction, saying that it would overtax an already crowded elementary schedule and was inflexible. Others suggested an interdisciplinary approach and stronger support and supervision as alternative strategies. In-service training of teachers and supervisors and more equipment and materials were frequently cited as needs. Comments supported the view that student learning is dependent on wellness, fitness, and other health concerns. Specific health and health related priority problems cited as hampering learning were teen pregnancy, substance abuse, and AIDS.

Policy Issues

- Health is a very important area. The health program should be guided by the philosophy that "health is wealth;" students, teachers, and others should come to understand the interrelationship between a healthy body, a healthy outlook on life (self-esteem), and economic advancement. The "system" should make every effort to provide whatever is needed to reach the goals in this area. (4)

- Policy needs to be established to give direction for appropriate curriculum development and implementation.

- Strong disagreement was voiced with goal statement # 1 to establish a requirement at the elementary level (SPP) of a minimum of 120 minutes of health education instruction and a required one semester course in Health for 8th grade students (SSPP). Flexibility in scheduling is required; 120 minutes of health instruction overtaxes the elementary schedule. (3)

- Goal statement # 3 "to develop a one semester course in health education, wellness, and self-esteem for 8th grade students" was viewed by one respondent as starting too late. Intervention should start in grades 4 and 5.

- Health courses should also be provided for adult education classes.

Increased Number of Health Personnel

- Increase personnel for coverage; the system needs full-time nurses in every school site; resident health teachers are needed in all schools; more nurses in the elementary school at least 3 times a week; to achieve goal statement # 4, "to provide health education . . . for all grade levels", more staff, equipment and planning is needed. (5)

- Health must be taught at secondary level by health care experts, not by physical education teachers.

- Schools need a doctor and a psychiatrist on staff.

Staff Development

- Teacher self-esteem needs to be improved before they can effectively help students. Teachers who have poor self-esteem cannot direct students to value themselves. (2)
- Provide in-service training for teachers who will teach the information and for supervisors. (3)

Improving Classroom Instruction

- Health education should be incorporated into all phases of instruction.
- In the elementary grades, this discipline area must be included on teachers' Form A or in their objectives.

Classroom Materials and Resources

- Provide adequate materials for the success of the new curriculum. (2)
- The Nurse's office should be well equipped at all times.
- There was no mention of a health-care facility.
- Hot meals should be provided to kindergarten children.
- We need sheets, pillow cases, bandages.

Health Problem Areas

- Teen pregnancy, birth control and birth defects. More classes should be taught to students in grades 7 - 9 to let young girls and boys realize the consequences of having children while they are still children. (3)
- Substance abuse. (2)
- AIDS, herpes, etc. (2)

Printed in U.S.A.

SIDE 1

SCAN BOTH SIDES
WITH ONE PASS

FEED THIS DIRECTION

INSTRUCTIONS

- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME **PHYSICAL EDUCATION**

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SURVEY
NUMBER

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ____________________

==================================

***Goal #1:** To improve physical education instruction by expanding teacher training programs and courses in innovative teaching techniques and by program evaluation.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget	8A=Management	9A=Research
7B=Curriculum	8B=Organizational Structure	9B=Staff Development
7C=Equipment/Materials	8C=Personnel	9C=Student Entry Level
7D=Evaluation	8D=Planning	9D=Technology
7E=Facilities	8E=Policy Considerations	9E=Time Allocated

10A=Other (specify) ____________________

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***Goal #2:** To fully support the physical education program in all elementary schools by providing "Fitting In" materials and other essential equipment.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget	13A=Management	14A=Research
12B=Curriculum	13B=Organizational Structure	14B=Staff Development
12C=Equipment/Materials	13C=Personnel	14C=Student Entry Level
12D=Evaluation	13D=Planning	14D=Technology
12E=Facilities	13E=Policy Considerations	14E=Time Allocated

15A=Other (specify) ____________________

==================================

***Goal #3:** To establish an SSPP requirement that all 7th and 8th grade students have physical education classes.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget	18A=Management	19A=Research
17B=Curriculum	18B=Organizational Structure	19B=Staff Development
17C=Equipment/Materials	18C=Personnel	19C=Student Entry Level
17D=Evaluation	18D=Planning	19D=Technology
17E=Facilities	18E=Policy Considerations	19E=Time Allocated

20A=Other (specify) ____________________

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SURVEY B
No. 19637

184

5-129

NATIONAL
COMPUTER
SYSTEMS

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Goal #4: *To revise the elementary and secondary physical education curriculum to be in accord with the current mastery objectives established for all grade levels.*

Current Status: (Read the goal statement above. select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A=Poor **21B**=Fair **21C**=Good **21D**=Excellent **21E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A=Budget	23A=Management	24A=Research
22B=Curriculum	23B=Organizational Structure	24B=Staff Development
22C=Equipment/Materials	23C=Personnel	24C=Student Entry Level
22D=Evaluation	23D=Planning	24D=Technology
22E=Facilities	23E=Policy Considerations	24E=Time Allocated

25A=Other (specify)____

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Goal #5: *To expand the program for physical fitness by establishing the position of a fitness-wellness coordinator for elementary and junior high school students, teachers, and administrators.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A=Poor **26B**=Fair **26C**=Good **26D**=Excellent **26E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A=Budget	28A=Management	29A=Research
27B=Curriculum	28B=Organizational Structure	29B=Staff Development
27C=Equipment/Materials	28C=Personnel	29C=Student Entry Level
27D=Evaluation	28D=Planning	29D=Technology
27E=Facilities	28E=Policy Considerations	29E=Time Allocated

30A=Other (specify)____

==

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

PHYSICAL EDUCATION

PHYSICAL EDUCATION

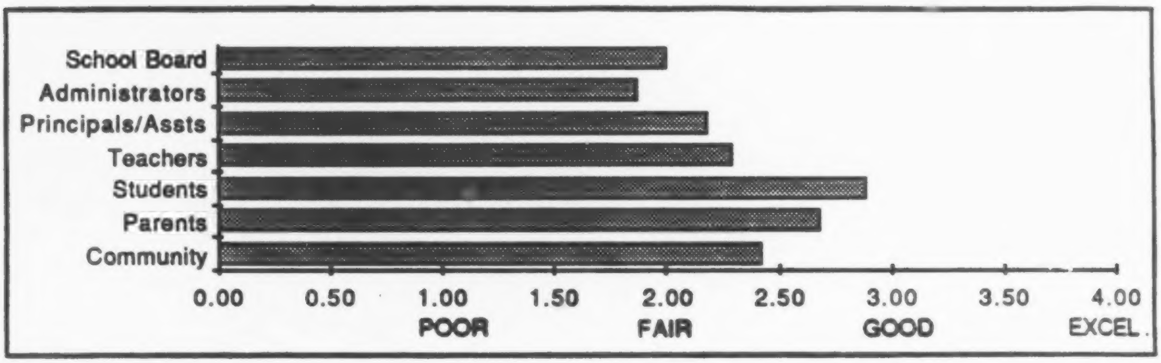
Definition: Physical education is that phase of the total educational program which seeks to develop the whole individual through actual participation in the appropriate kind of psychomotor activity. Students are provided with instruction in affective, cognitive and psychomotor activities and given opportunities to act in situations which are physically wholesome, mentally stimulating and socially sound.

Survey Respondents

School Board Members - 3
Administrators - 46
Principals/Assistants - 36
Teachers - 64

Students - 28
Parents - 47
Community Representatives - 38
Unidentified - 6
Total Respondents - 268

Goal Statement #1: To improve physical education instruction by expanding teacher training programs and courses in innovative teaching techniques and by program evaluation.

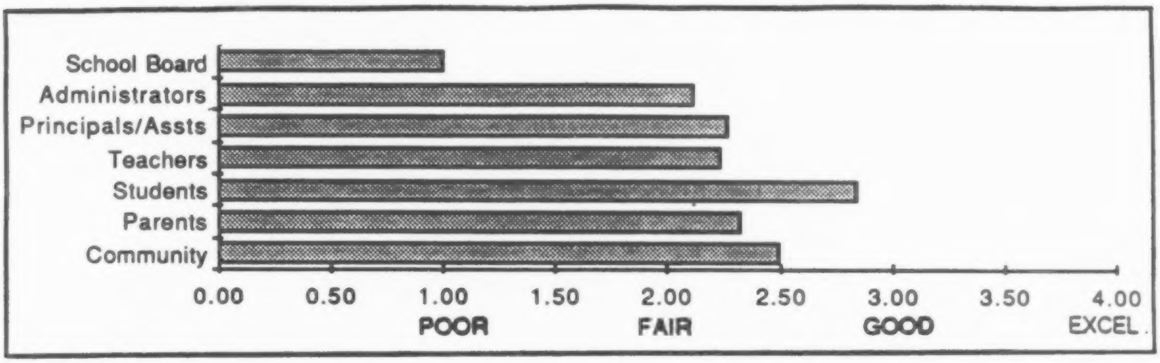


Total responses - 220
No response - 16

No opinion - 31
Multiple response - 1

The four areas of greatest need as identified by respondents are: Budget 20.1%, Staff Development 17.3%, Personnel 12.6%, Equipment/Materials 12.6%.

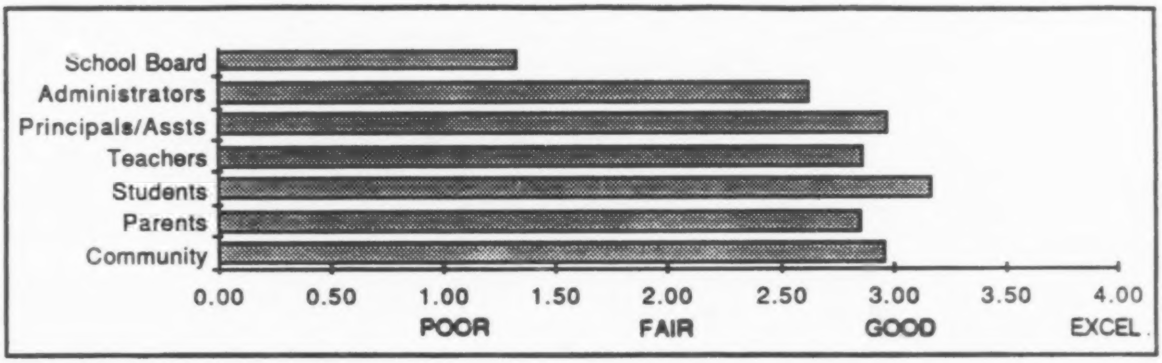
Goal Statement #2: To fully support the physical education program in all elementary schools by providing "Fitting In" materials and other essential equipment.



Total responses - 220 No opinion - 30
No response - 18 Multiple response - 0

The three areas of greatest need as identified by respondents are: Equipment/Materials 32.7%, Budget 29.1%, Personnel 8.5%.

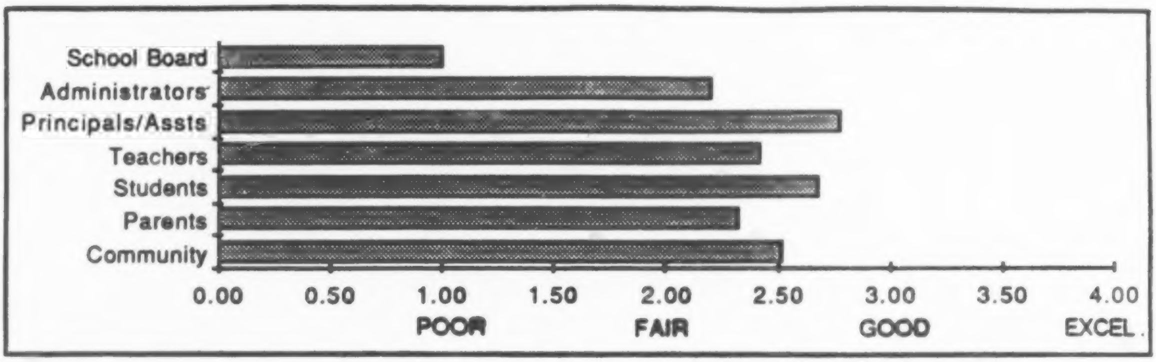
Goal Statement #3: To establish an SSPP requirement that all 7th and 8th grade students have physical education classes.



Total responses - 192 No opinion - 55
No response - 18 Multiple response - 3

The three areas of greatest need as identified by respondents are: Personnel 16.2%, Curriculum 15.2%, Budget 9.1%.

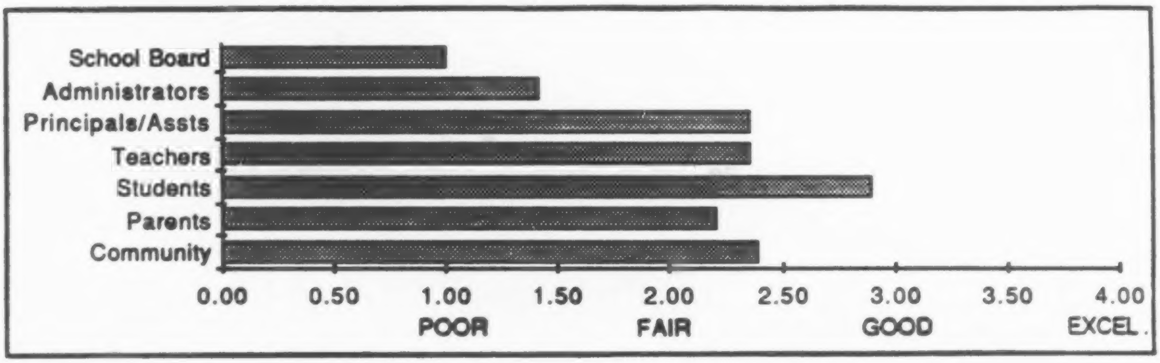
Goal Statement #4: To revise the elementary and secondary physical education curriculum to be in accord with the current mastery objectives established for all grade levels.



Total responses - 193	No opinion - 48
No response - 26	Multiple response - 1

The four areas of greatest need as identified by respondents are: Curriculum 22.2%, Planning 13.0%, Staff Development 9.2%, Organizational Structure 9.2%.

Goal Statement #5: To expand the program for physical fitness by establishing the position of a fitness-wellness coordinator for elementary and junior high school students, teachers, and administrators.



Total responses - 190	No opinion - 44
No response - 33	Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 28.9%, Personnel 16.6%, Organizational Structure 10.2%.

PHYSICAL EDUCATION COMMENTS

Commenters state that resources are needed to expand the P.E. program to include physical fitness, health instruction five days a week, a wider selection of sports and games, physical growth and development, body awareness and substance abuse prevention. Resource needs include adequate personnel who are properly trained and committed, equipment, curriculum and program coordination.

Improving Instruction/Teaching Strategies

- P. E. teachers need to be more creative; year after year students are required to do the same old P. E. activities.
- Students need to participate in more intramural sports after school.
- Awards should be given to students who not only participate in sports but become team leaders and placement winners.
- Students need to be aware of all sports not just a few i.e., basketball, football, badminton, volleyball.
- Students should be informed that P. E. is important for physical growth and mental development.
- More emphasis should be placed on P. E., especially at the primary and elementary levels.
- P. E. instructors should identify motor development problems, diagnose solutions and work as part of the instructional team.
- Students need to be involved in more outdoor activities.
- It must be impressed upon students that only a miniscule number of athletes are selected for professional careers.
- P. E. class grade levels should not be mixed.
- Students must be taught that physical education is primarily a health-related subject and that development of the mind should be the primary educational goal.

Curriculum

- Sex education and drug awareness should be a part of the physical education curriculum.
- Body awareness should be a part of the curriculum.
- Consideration should be given to the system approach to P. E., i.e., curriculum coordination to subject areas

Program and Staff Coordination

- The importance of elementary coordination to junior high programs is not evident by the continuous disappointment to children who prepare for games and meets regionally and citywide only to find them cancelled, rules changed, or no communication of the activity.
- The departmental staff seems fragmented and slow to use the system to gain improvements.
- Staff development is needed in order to improve the performance of staff members.
- Each student should be required to take swimming.
- Specific skills for various grade levels should be mandated.

Monitoring/Evaluation

- Monitoring should be the responsibility of the health/P.E. teachers or chairpersons.
- Monitoring and evaluation of skills taught are critical.
- P. E. programs need a systemwide evaluation method and personnel to do the evaluation.

Facilities and Human/Material Resources

- There is a desperate need for sufficient space and equipment for physical education programs, especially on the elementary level. (4)
- Improvement of playground equipment is essential.
- Each elementary school should have a gymnasium. A multi-purpose room is often used for assemblies, lunch and P.E.
- Each school should be assigned at least one P. E. teacher.
- Each school should have adequate P. E. teachers to provide instruction in health five days per week.
- Additional resources should be allocated for improving the physical fitness of students.
- Provisions should be made for gym outfits for all students.

190

Printed in U.S.A. SIDE 1

NEEDS ASSESSMENT

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A-Parent 1B-Community Representative 1C-School Board Member

2A-Student, Grade K-6 2B-Student, Grade 7-12 2C-Student, Adult

3A-Teacher, Elementary 3B-Teacher, Secondary

4A-Principal/Assistant - Elementary 4B-Principal/Assistant - Secondary

5A-Other (specify) ______________________________

==

Goal #1: *To increase the number of students enrolled in the Adult Education program through improved recruitment procedures, and increased outreach activities.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A-Poor 6B-Fair 6C-Good 6D-Excellent 6E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A-Budget	8A-Management	9A-Research
7B-Curriculum	8B-Organizational Structure	9B-Staff Development
7C-Equipment/Materials	8C-Personnel	9C-Student Entry Level
7D-Evaluation	8D-Planning	9D-Technology
7E-Facilities	8E-Policy Considerations	9E-Time Allocated

10A-Other (specify)______________________________

==

Goal #2: *To inrease the number of students who remain in the Adult Education program to completion through assessment of student needs and appropriate program revisions.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A-Poor 11B-Fair 11C-Good 11D-Excellent 11E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A-Budget	13A-Management	14A-Research
12B-Curriculum	13B-Organizational Structure	14B-Staff Development
12C-Equipment/Materials	13C-Personnel	14C-Student Entry Level
12D-Evaluation	13D-Planning	14D-Technology
12E-Facilities	13E-Policy Considerations	14E-Time Allocated

15A-Other (specify)______________________________

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Goal #3: *To increase the daily rate of attendance to at least 95 percent by SY 1992.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A-Poor 16B-Fair 16C-Good 16D-Excellent 16E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A-Budget	18A-Management	19A-Research
17B-Curriculum	18B-Organizational Structure	19B-Staff Development
17C-Equipment/Materials	18C-Personnel	19C-Student Entry Level
17D-Evaluation	18D-Planning	19D-Technology
17E-Facilities	18E-Policy Considerations	19E-Time Allocated

20A-Other (specify)______________________________

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FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME **ADULT EDUCATION**

SURVEY NUMBER

SURVEY B 191

5-137 No. 19637

NATIONAL COMPUTER SYSTEMS

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Goal #4: *To steadily increase the number of students who pass the General Education Development (GED) tests.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor **21B**-Fair **21C**-Good **21D**-Excellent **21E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget	23A-Management	24A-Research
22B-Curriculum	23B-Organizational Structure	24B-Staff Development
22C-Equipment/Materials	23C-Personnel	24C-Student Entry Level
22D-Evaluation	23D-Planning	24D-Technology
22E-Facilities	23E-Policy Considerations	24E-Time Allocated

25A-Other (specify)______________________________

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Goal #5: *To improve the delivery of services to adult education students through a computerized data base.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor **26B**-Fair **26C**-Good **26D**-Excellent **26E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A-Budget	28A-Management	29A-Research
27B-Curriculum	28B-Organizational Structure	29B-Staff Development
27C-Equipment/Materials	28C-Personnel	29C-Student Entry Level
27D-Evaluation	28D-Planning	29D-Technology
27E-Facilities	28E-Policy Considerations	29E-Time Allocated

30A-Other (specify)______________________________

===

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

ADULT EDUCATION

NATIONAL COMPUTER SYSTEMS

ADULT EDUCATION

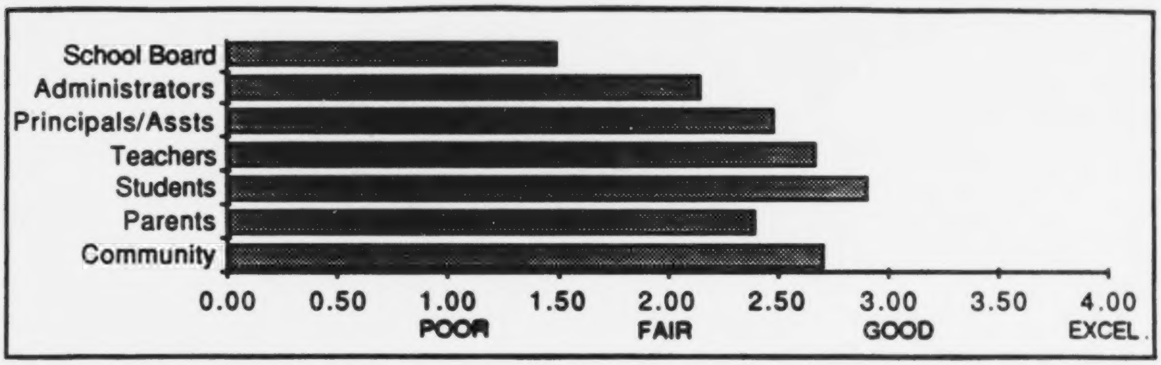
Definition: Adult education consists of instruction or services below the college level for adults who do not have (1) the basic skills to enable them to function effectively in society, or (2) a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education.

Survey Respondents

School Board Members - 3
Administrators - 45
Principals/Assistants - 34
Teachers - 60

Students - 28
Parents - 48
Community Representatives - 37
Unidentified - 7
Total Respondents - 262

Goal Statement #1: To increase the number of students enrolled in the Adult Education program through improved recruitment procedures, and increased outreach activities.

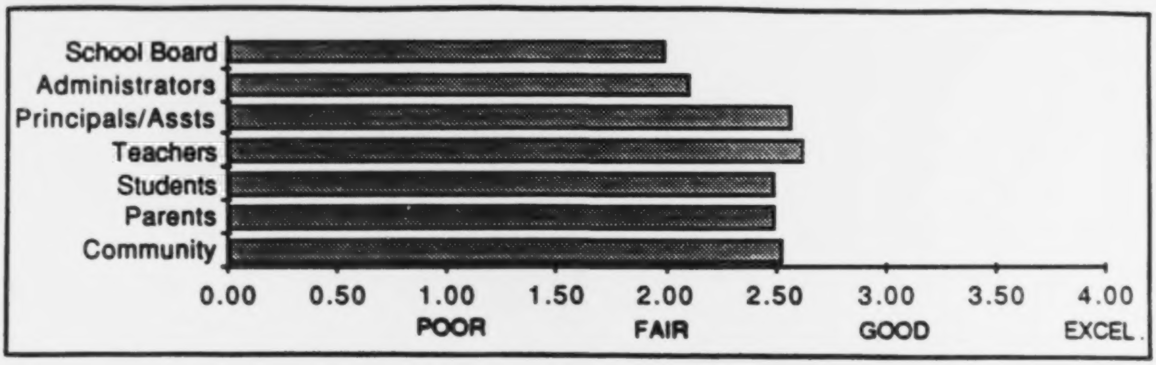


Total responses - 212
No response - 7

No opinion - 43
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 30.9%, Planning 13.5%, Organizational Structure 8.2%.

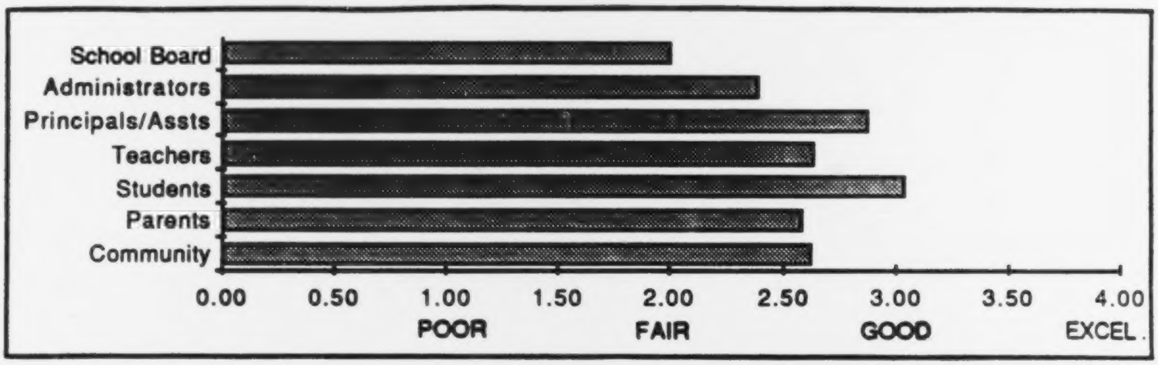
Goal Statement #2: To increase the number of students who remain in the Adult Education program to completion through assessment of student needs and appropriate program revisions.



Total responses - 201	No opinion - 51
No response - 10	Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 16.4%, Curriculum 12.5%, Planning 12.5%.

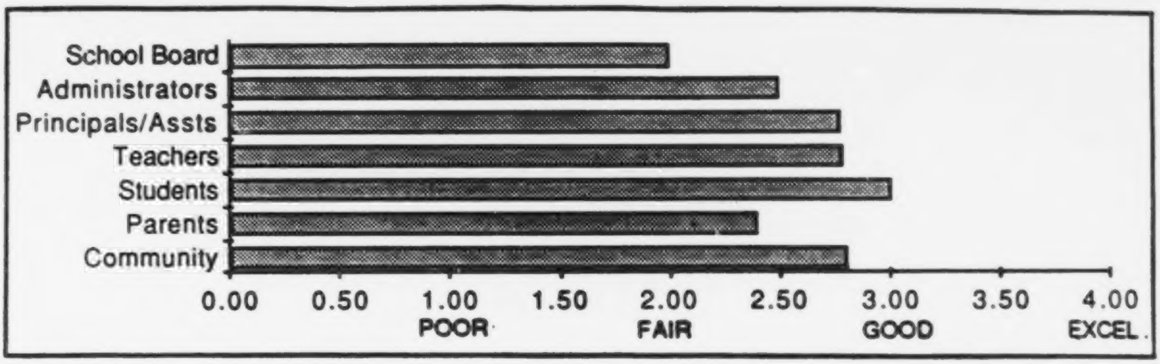
Goal Statement #3: To increase the daily rate of attendance to at least 95 percent by SY 1992.



Total responses - 216	No opinion - 34
No response - 12	Multiple response - 0

The three areas of greatest need as identified by respondents are: Personnel 15.1%, Planning 13.6%, Budget 11.7%.

Goal Statement #4: To steadily increase the number of students who pass the General Education Development (GED) tests.

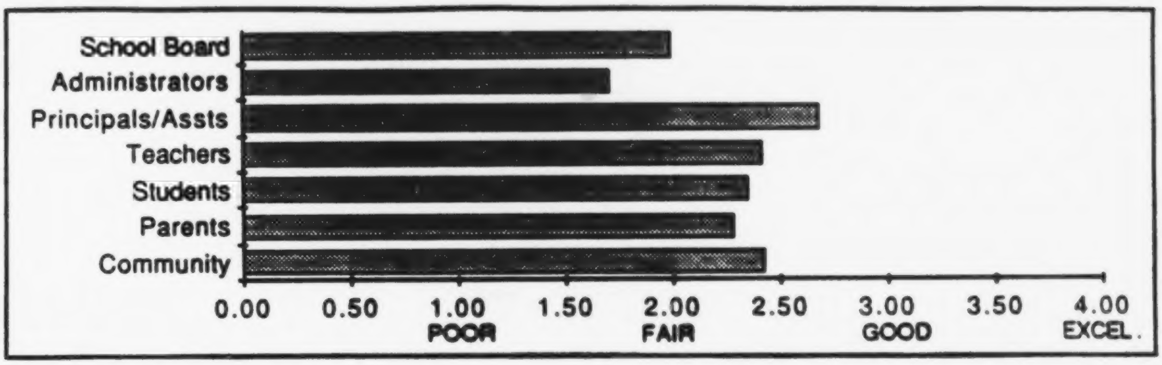


Total responses - 190
No response - 23

No opinion - 49
Multiple response - 0

The three areas of greatest need as identified by respondents are: Curriculum 15.8%, Personnel 12.6%, Budget 11.6%.

Goal Statement #5: To improve the delivery of services to adult education students through a computerized data base.



Total responses - 179
No response - 23

No opinion - 60
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 25.8%, Equipment/Materials 12.4%, Technology 11.8%.

ADULT EDUCATION COMMENTS

Suggestions from persons commenting on adult education stressed the need to make greater efforts to expand the program to more types of students (school age, special education, Chinese parents etc.), to increase the public awareness of opportunities in the program, to more fully integrate technology into the total program, and to include on-the-job training as part of instruction. The importance of adult education was stressed, noting that once students have enrolled, much more effort is needed to see these students through to completion.

Establish and Support Policy

- Establish Board of Education Rules that apply to adults, not just elementary and secondary students, and do not apply secondary rules to adult or post-secondary students.
- Support policies established to improve and maintain attendance and academic program goals.

Expand Services

- More centers should be established in more schools.
- A "mini-program" of Adult Education can be incorporated in every school. This thrust would bring more adults into the schools. More adults (parents) can increase safety and security for students, and parents and students can go to school together.
- Insure that facilities throughout the city will provide G.E.D. testing for adults.
- We need a Chinese parent program (4)
- Implement an adult education program that meets the needs of special education students exiting the system at the majority age of 22. It could entail an interagency effort in training and placement. There is a special need to meet the vocational needs of the severely handicapped.
- Students should be required to attend school until 18 years of age. (2)
- "The high percent of illiterate adults and high school dropouts demands that we upgrade and improve our services in this area."
- "A program to increase adult literacy is needed."

Increase Public Awareness

- Too many of the target population are unaware of programs.
- I think better use of the media can help.

- Improve the publicity about DCPS services through better use of the media and announcements in places of business, Metro vehicles, churches, etc. There could be a "campaign" to undertake this.

Integrate Technology With Adult Education

- Technology should be a major component of the Adult Education curriculum.

- There is a need to make better use of technology, computers, CD-Rom, and Instructional Television Fixed Service (ITFS), to educate adults more efficiently and effectively and for better record keeping.

- A computerized data base is worth trying.

- With the advancement of technology, there is little room for adults who are illiterate. These individuals need to be educated in a positive, warm, yet challenging environment so that success can be a reality. They need the help of technology to deliver educational services to them or so that they are inspired to fulfill a need.

On-The-Job Training

- More grants and on-the-job adult education classes should be available as an incentive for promotions. Then allow those who are qualified to become teacher assistants in the program -- that sensitivity would be priceless.

- On-the-job training programs should be provided with baby-sitters and/or a stipend.

Program Improvement

- Adopt the Comprehensive Adult Student Assessment System (CASAS) curriculum and other National Diffusion Network (NDN) programs to provide structure and staff development assistance.

- Be informed that the faculty is not adequately trained for the task. I have known too many who work as office staff during the day and teach at night. Their knowledge of subject matter is in question based on their performance on their day job.

- There is a need to introduce innovative approaches in Adult Education.

Printed in U.S.A. SIDE 1

SCAN BOTH SIDES
WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FEED THIS DIRECTION

SELF IMAGE AND CITIZENSHIP EDUCATION

SURVEY NAME

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

Y N
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Group Identification:

(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent **1B**=Community Representative **1C**=School Board Member

2A=Student, Grade K-6 **2B**=Student, Grade 7-12 **2C**=Student, Adult

3A=Teacher, Elementary **3B**=Teacher, Secondary

4A=Principal/Assistant - Elementary **4B**=Principal/Assistant - Secondary

5A=Other (specify) ____________________________

==

Goal #1: *To improve the self image of students, teachers and administrators through training in awareness and building of self-esteem, and through wide public dissemination of accomplishments.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor **6B**=Fair **6C**=Good **6D**=Excellent **6E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget	**8A**=Management	**9A**=Research
7B=Curriculum	**8B**=Organizational Structure	**9B**=Staff Development
7C=Equipment/Materials	**8C**=Personnel	**9C**=Student Entry Level
7D=Evaluation	**8D**=Planning	**9D**=Technology
7E=Facilities	**8E**=Policy Considerations	**9E**=Time Allocated

10A=Other (specify) ____________________________

==

Goal #2: *To expand leadership opportunities for students by increasing the number of clubs and extra-curricular activities for grades pre-K through 12, and by establishing a city-wide election for the student member of the Board of Education.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor **11B**=Fair **11C**=Good **11D**=Excellent **11E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget	**13A**=Management	**14A**=Research
12B=Curriculum	**13B**=Organizational Structure	**14B**=Staff Development
12C=Equipment/Materials	**13C**=Personnel	**14C**=Student Entry Level
12D=Evaluation	**13D**=Planning	**14D**=Technology
12E=Facilities	**13E**=Policy Considerations	**14E**=Time Allocated

15A=Other (specify) ____________________________

==

Goal #3: *To increase student awareness of the responsibilities of citizenship by placing more emphasis on the CBC curriculum objectives which address citizenship education.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor **16B**=Fair **16C**=Good **16D**=Excellent **16E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget	**18A**=Management	**19A**=Research
17B=Curriculum	**18B**=Organizational Structure	**19B**=Staff Development
17C=Equipment/Materials	**18C**=Personnel	**19C**=Student Entry Level
17D=Evaluation	**18D**=Planning	**19D**=Technology
17E=Facilities	**18E**=Policy Considerations	**19E**=Time Allocated

20A=Other (specify) ____________________________

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SURVEY
NUMBER

SURVEY B
5-145 No. 19637 198

NATIONAL
COMPUTER
SYSTEMS

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Y N
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Y N
40 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Goal #4: *To establish outreach programs in each school to parents, businesses, civic associations and government offices to cooperatively develop activities in the community which will foster the improvement of student self image and citizenship.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor **21B**-Fair **21C**-Good **21D**-Excellent **21E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget	23A-Management	24A-Research
22B-Curriculum	23B-Organizational Structure	24B-Staff Development
22C-Equipment/Materials	23C-Personnel	24C-Student Entry Level
22D-Evaluation	23D-Planning	24D-Technology
22E-Facilities	23E-Policy Considerations	24E-Time Allocated

25A-Other (specify)______________________________

==

Goal #5: *To provide parent orientation programs and parent support groups for all school levels with particular attention to the critical transition periods at pre-K, kindergarten, grade 3, grades 6 and 7, and grades 9 and 10.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor **26B**-Fair **26C**-Good **26D**-Excellent **26E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A-Budget	28A-Management	29A-Research
27B-Curriculum	28B-Organizational Structure	29B-Staff Development
27C-Equipment/Materials	28C-Personnel	29C-Student Entry Level
27D-Evaluation	28D-Planning	29D-Technology
27E-Facilities	28E-Policy Considerations	29E-Time Allocated

30A-Other (specify)______________________________

==

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

SELF IMAGE AND CITIZENSHIP EDUCATION

SELF IMAGE AND CITIZENSHIP EDUCATION

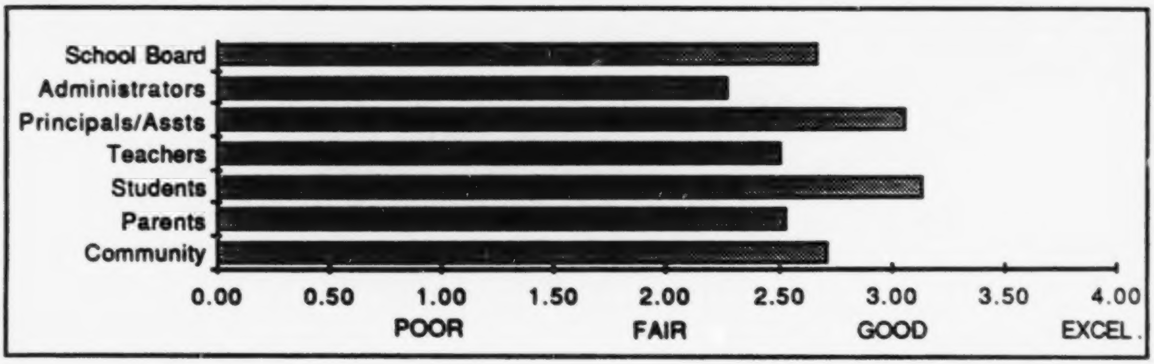
Definition: Self image and citizenship education place emphasis on mutual respect, regard for the dignity of self and all persons, responsibility and independence, high standards and expectations, effective instructional management and classroom control. A student's self image and citizenship reflect the norms, beliefs, and attitudes of the school's culture.

Survey Respondents

School Board Members - 3
Administrators - 48
Principals/Assistants - 34
Teachers - 61

Students - 30
Parents - 50
Community Representatives - 44
Unidentified - 9
Total Respondents - 279

Goal Statement #1: To improve the self image of students, teachers and administrators through training in awareness and building of self-esteem, and through wide public dissemination of accomplishments.

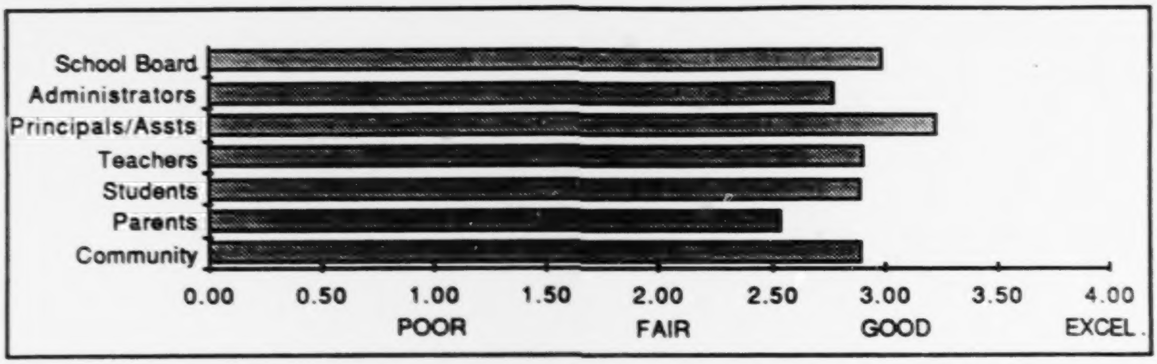


Total responses - 261
No response - 10

No opinion - 8
Multiple response - 0

The three areas of greatest need as identified by respondents are: Staff Development 27.7%, Budget 14.8%, Personnel 9.2%.

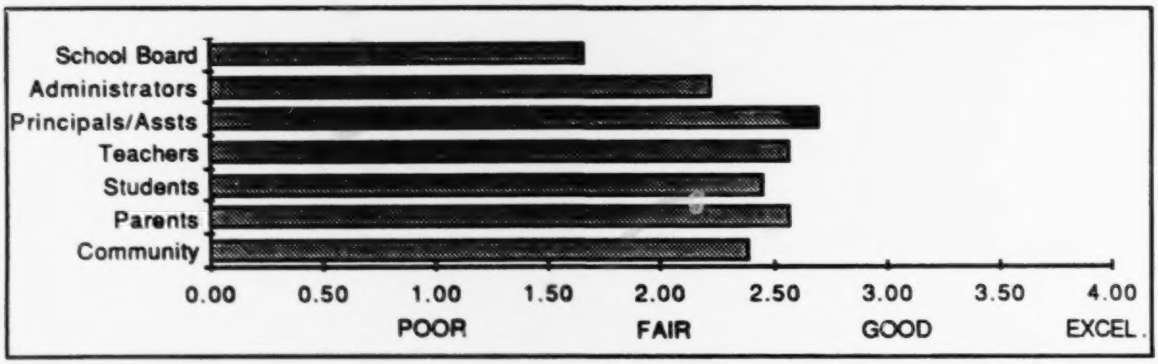
Goal Statement #2: To expand leadership opportunities for students by increasing the number of clubs and extra-curricular activities for grades pre-K through 12, and by establishing a city-wide election for the student member of the Board of Education.



Total responses - 254
No response - 9
No opinion - 16
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 26.9%, Planning 16.4%, Personnel 9.6%.

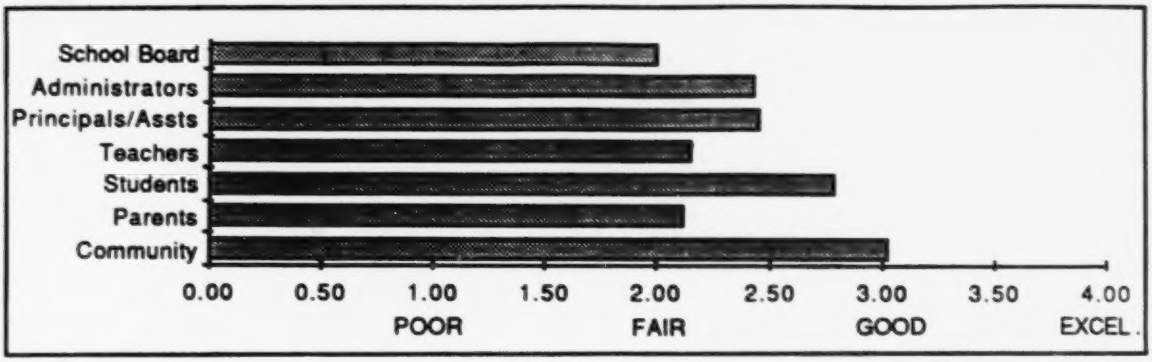
Goal Statement #3: To increase student awareness of the responsibilities of citizenship by placing more emphasis on the CBC curriculum objectives which address citizenship education.



Total responses - 243
No response - 10
No opinion - 26
Multiple response - 0

The three areas of greatest need as identified by respondents are: Curriculum 24.6%, Staff Development 15.9%, Planning 15.0%.

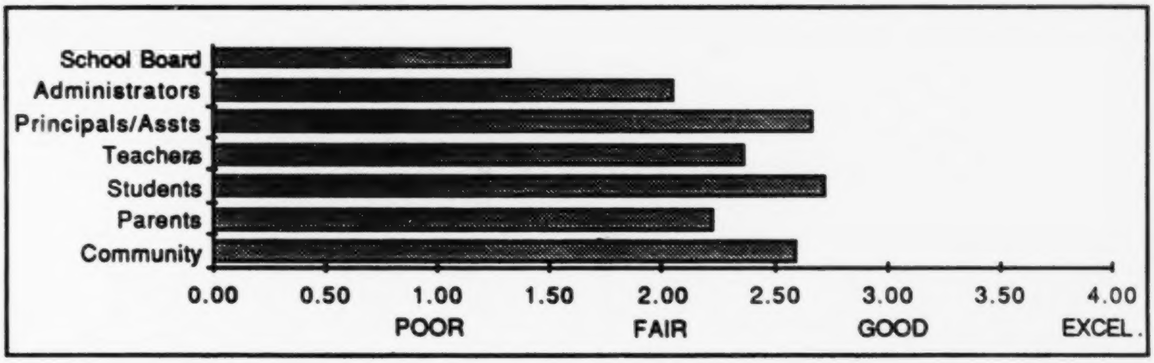
Goal Statement #4: To establish outreach programs in each school to parents, businesses, civic associations and government offices to cooperatively develop activities in the community which will foster the improvement of student self image and citizenship.



Total responses - 236 No opinion - 16
No response - 26 Multiple response - 1

The three areas of greatest need as identified by respondents are: Planning 19.9%, Budget 18.0%, Management 15.1%.

Goal Statement #5: To provide parent orientation programs and parent support groups for all school levels with particular attention to the critical transition periods at pre-K, kindergarten, grade 3, grades 6 and 7, and grades 9 and 10.



Total responses - 235 No opinion - 14
No response - 30 Multiple response - 0

The three areas of greatest need as identified by respondents are: Planning 30.1%, Budget 13.9%, Personnel 9.6%.

SELF-IMAGE AND CITIZENSHIP EDUCATION COMMENTS

Respondents to the Self Image and Citizenship Education goal statements agreed that this area is very important and one of special need in this school system. One respondent went so far as to identify poor self image as the cause of student failure. Comments from respondents suggest that positive, and clear and open lines of communication among parents, students and school personnel create the kind of home and school environment conducive to success. Suggestions for achieving this happy result include: facilitating more parent visits and involvement in school activities, a greater awareness of the student rules of conduct and the behavior of their child in school, awareness of school standards of excellence, and improved communication between home and school; providing smaller class size, more educational aides, more time for individual help, opportunites for mentoring, interesting activities, and maintaining standards including the "C" average requirement for extra curricular activites; and, more interdisciplinary teaching and a recognition of a shared responsibility for teaching citizenship, recruitment of new personnel from broad backgrounds, staff development, and increasing opportunities to honor local school personnel.

Improving Classroom Instruction

- This area is the most important one, with our students not getting the positive stroking from home or school.
- Class sizes need to be smaller with more assistance from educational aides. Students need more time for individual help to aid the with problems they are experiencing in self-image and citizenship.
- Self-image is the cause of student failure; students must understand that belief in one's self is critical to all forms of advancement; and, that the development of good citizenship traits is the key to opening doors vital to ensuring success. (2)
- Maintain "C" average as requirement for extra activities.
- African history must be incorporated into the elementray school curriculum at every grade level.
- We must avoid over-emphasizing clubs and extra curricular activities thereby detracting from the classroom.
- Activities must be after school.
- Provide mentors for junior and senior high school students. These mentors must be from leadership positions and be committed to be paired one-on-one.
- The old personal and family living course needs to be reinstated. The day could be started, building-wide, with a program geared to improving one's self-image and citizenship. No longer can we believe that these characteristics are being taught at home.
- Strict rules should be put on students who are disruptive.

Hiring, Recruitment and Staff Development

- Recruitment of new personnel with broad backgrounds would improve personnel's self-esteem and would require disbanding residency requirement to be successful; and, a full-time professional is needed to work with a well-defined program at each school. (2)
- More in-house training for students, teachers and administrators.
- Employees need to be aware of the stated goals of this area.
- All teachers should be responsible for teaching citizenship education.
- Citizenship and history are vastly under-valued in DCPS.
- We must do more within budget to make better use of community resources, volunteers and elected officials to make this area alive and important to our children.
- Systemwide workshops are needed addressing parents, students and teachers.
- Hire public relations specialists who would establish methods of emphasizing the positive aspects of the school system. A more publicized positive image would automatically enhance the self-image of students, teachers and administrators.
- The right type of teachers and officers are needed if the DCPS is to be successful in the upcoming years.

Communications and Community Involvement

- Dissemination to community of information on DCPS accomplishments has been good.
- Public announcements are needed to encourage parent participation in special meetings, conferences, etc.; a newsletter should be sent to parents, community leaders and various businesses. (2)
- Goal statement #4 (to establish community outreach programs) is a must if the other objectives are to be accomplished; goal statements 4 and 5 - parent assistance is sporadic throughout the system. Comprehensive planning is needed in this area. (2)
- There is a need for more positive stroking; efforts should be continued to encourage parents to volunteer in school building opportunities and more recognition at citywide levels for such participants; and, more opportunities must be provided to honor local school personnel for local efforts, in and out of school. (2)
- Parents need to be more aware of student behavior in school.
- Opportunities for parents and teachers to interface in positive ways.

Bilingual

- More English programs are needed for Hispanics. (22)
- Regular Saturday programs are needed in English. (10)

SCAN BOTH SIDES
WITH ONE PASS

FEED THIS DIRECTION

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SURVEY
NUMBER

NEEDS ASSESSMENT

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ____________________

==

***Goal #1:** To assist students in overcoming obstacles to their personal and social development by assessing student concerns and developing appropriate measures.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities

8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations

9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated

10A=Other (specify) ____________________

==

***Goal #2:** To increase the use of group counseling processes in all schools to address the personal and social issues facing students.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities

13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations

14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated

15A=Other (specify) ____________________

==

***Goal #3:** To improve efforts in all schools to prevent problems related to the use of drugs through curriculum updating, support services, staff development, program monitoring, and supervision.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities

18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations

19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated

20A=Other (specify) ____________________

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INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

PERSONAL AND SOCIAL ISSUES

SURVEY B
5-153 No. 19637

NATIONAL COMPUTER SYSTEMS NCS

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Goal #4: *To provide in-service training in health education for all teachers, including the "Know Your Body" program for teachers pre-kindergarten through third grade.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A=Poor **21B**=Fair **21C**=Good **21D**=Excellent **21E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A=Budget
22B=Curriculum
22C=Equipment/Materials
22D=Evaluation
22E=Facilities
23A=Management
23B=Organizational Structure
23C=Personnel
23D=Planning
23E=Policy Considerations
24A=Research
24B=Staff Development
24C=Student Entry Level
24D=Technology
24E=Time Allocated
25A=Other (specify)______________________________

Goal #5: *To establish in every secondary school a program, such as the peer counselor program, to reduce the use of drugs.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A=Poor **26B**=Fair **26C**=Good **26D**=Excellent **26E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A=Budget
27B=Curriculum
27C=Equipment/Materials
27D=Evaluation
27E=Facilities
28A=Management
28B=Organizational Structure
28C=Personnel
28D=Planning
28E=Policy Considerations
29A=Research
29B=Staff Development
29C=Student Entry Level
29D=Technology
29E=Time Allocated
30A=Other (specify)______________________________

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

PERSONAL AND SOCIAL ISSUES

Y N
21 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Y N
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NATIONAL
COMPUTER
SYSTEMS

PERSONAL AND SOCIAL ISSUES

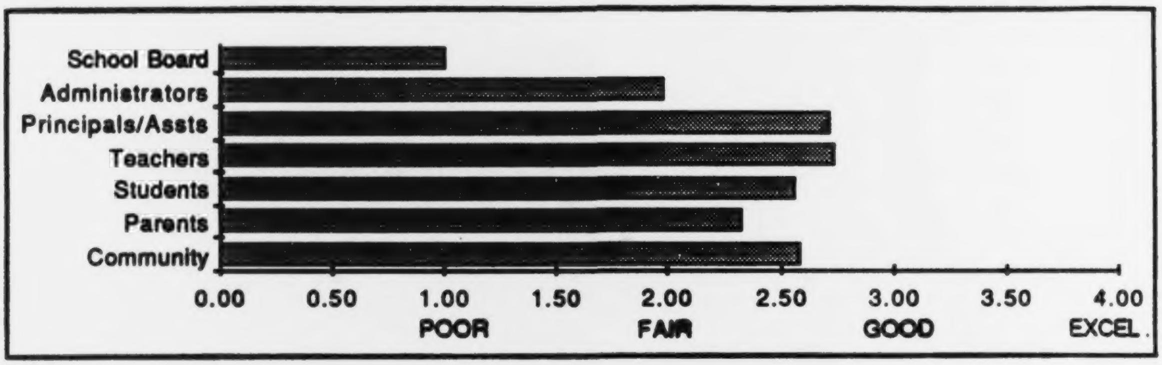
Definition: Personal and social issues affecting a child are those activities, pressures, concerns, and other factors which may be obstacles to the optimal development of the child. Among these concerns is the major problem of drug abuse. In the school experience, group counseling, discussions with school staff, and a comprehensive substance abuse prevention and education program assist children in coping successfully with negative social pressures and developing self-esteem and decision-making skills.

Survey Respondents

School Board Members - 3
Administrators - 45
Principals/Assistants - 32
Teachers - 56

Students - 32
Parents - 41
Community Representatives - 43
Unidentified - 4
Total Respondents - 256

Goal Statement #1: To assist students in overcoming obstacles to their personal and social development by assessing student concerns and developing appropriate measures.

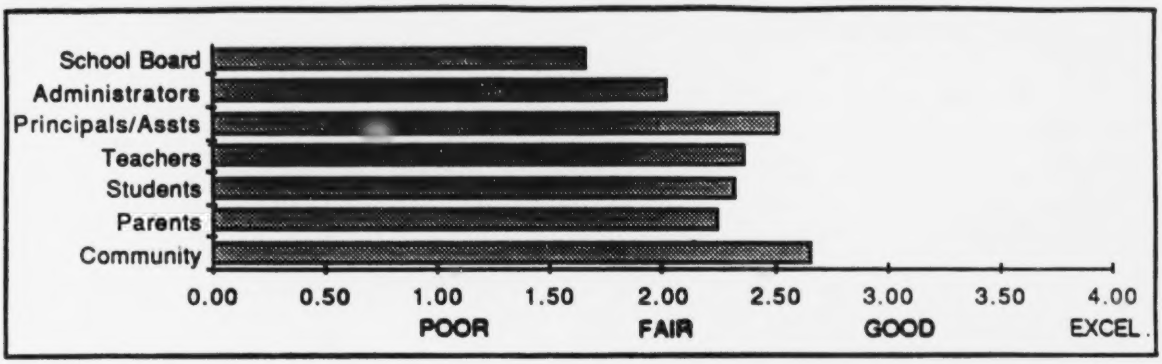


Total responses - 238
No response - 7

No opinion - 11
Multiple response - 0

The three areas of greatest need as identified by respondents are: Personnel 19.1%, Curriculum 10.0%, Budget 9.6%.

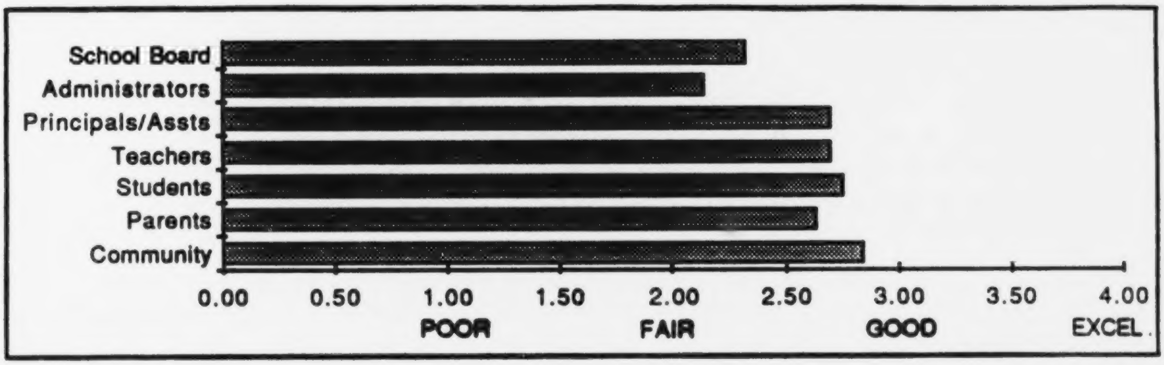
Goal Statement #2: To increase the use of group counseling processes in all schools to address the personal and social issues facing students.



Total responses - 226
No response - 10
No opinion - 18
Multiple response - 2

The three areas of greatest need as identified by respondents are: Personnel 30.7%, Organizational Structure 11.3%, Staff Development 10.8%.

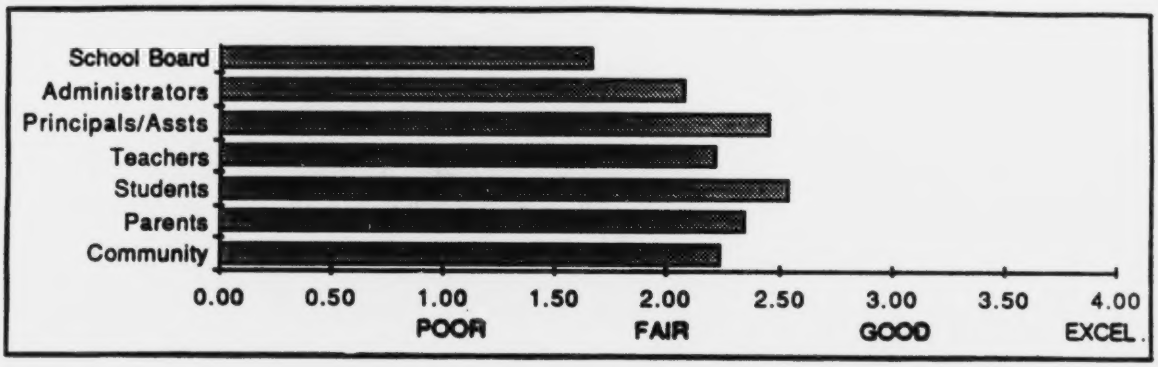
Goal Statement #3: To improve efforts in all schools to prevent problems related to the use of drugs through curriculum updating, support services, staff development, program monitoring, and supervision.



Total responses - 242
No response - 5
No opinion - 9
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 14.6%, Curriculum 14.2%, Personnel 14.2%.

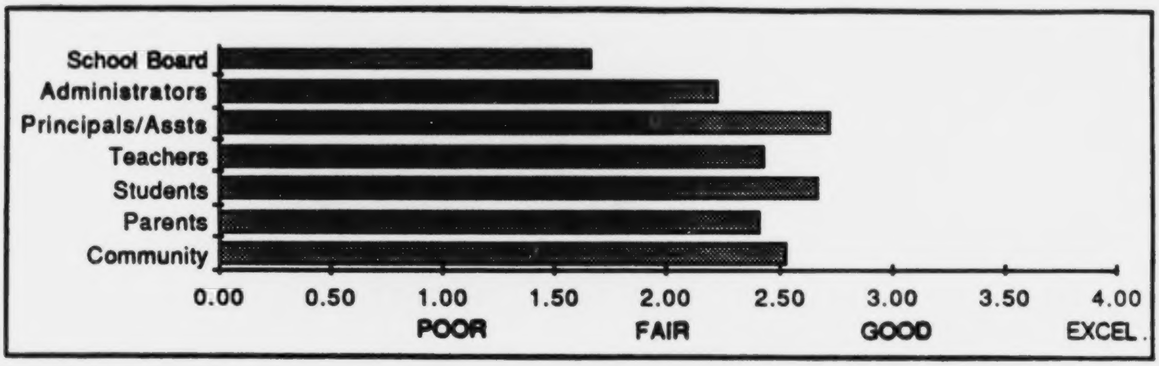
Goal Statement #4: To provide in-service training in health education for all teachers, including the "Know Your Body" program for teachers pre-kindergarten through third grade.



Total responses - 194
No response - 26
No opinion - 36
Multiple response - 0

The three areas of greatest need as identified by respondents are: Staff Development 23.3%, Budget 12.2%, Planning 12.2%.

Goal Statement #5: To establish in every secondary school a program, such as the peer counselor program, to reduce the use of drugs.



Total responses - 186
No response - 38
No opinion - 32
Multiple response - 0

The three areas of greatest need as identified by respondents are: Personnel 20.4%, Planning 12.9%, Organizational Structure 11.3%.

PERSONAL AND SOCIAL ISSUES COMMENTS

Several respondents felt that personal and social issues ought to be dealt with on a broad scale, with some emphasizing the interrelatedness of health services, social services, counseling, employee training, and children's education. Better coordination of available city and school services and resources was recommended. Limiting counselors' other duties, shifting to preventive counseling, training parents and school staff, providing counseling services to teachers and administrators, peer "rap" sessions and a variety of other counseling sessions were suggested to improve the counseling program. Instructional recommendations included positive self-image instruction; success education using role models, rewards, and high expectations; and, clarification of behavior expectations.

Staff Development/Training

- There needs to be intensive training for parents as well as school staff on how to deal with personal and social issues students face. (5)
- A very practical method of handling in-service staff development activities citywide is through cluster grouping which allows an experienced group of individuals the opportunity to train other personnel.
- Staff development for teachers in values clarification is needed. (2)
- Goal #4 should be dropped.

Use Of Counselors and Social Workers

- More social workers are needed to deal with families who have management problems or parenting problems.
- Counselors who have been adequately trained in the area should provide ongoing counseling services on a regular basis. (3)
- Regional counselors should be placed back in the schools where they can use their skills to make a difference in the lives of students.
- Counselors should be less involved in student government and more involved with children who have problems.

Program Planning and Coordination

- This area needs not only more planning but coordination of the splintered programs throughout the school system and District Government. (3)
- There should be a health clinic and counselor suite located in each school with experienced personnel to help students with their problems.
- Social services should be made available to students, teachers and administrators.

- The administration as a whole should have a firm grip on any situation that might cause lower productivity in the school system.
- More money should be budgeted to develop programs.
- There has to be a preventive focus instead of correcting or adapting after the fact.
- Students should be required to wear uniforms to school in order to help to reduce peer pressure.
- Programs that are developed should be closely and continually evaluated to make sure that they are doing things that work.

Utilization Of Group Sessions

- Peer "rap" sessions are needed to allow youngsters to openly discuss their concerns on current personal and social issues.
- Students should be given the opportunity to participate in a variety of sessions where they can "open up" and receive support from teachers, administrators, parents and peers. (2)

Evaluation

- Programs that are developed should be closely and continually evaluated to make sure that they are doing things that work.

Instructional/Educational Strategies

- Assist students in learning "how to learn."
- Involve successsful role models in the educational program as part of a massive citywide campaign to deal with personal and social issues.
- A cadre of available resource persons should be listed for local schools to contact with the assurance they they will visit and interact with local school students.
- The system should consider rewarding those students who remain drug free and who avoid becoming parents in their teen years.
- Help students to realize that they can succeed in school.
- The focus should be on the student and what kind of behavior is expected as a result of teachers being made aware of the identified problems.
- Develop a "high expectation of students" campaign.

- Trips to drug rehabilitation facilities should be employed so that students can see the condition of drug users and hear personal accounts of how they became drug abusers.

- "All destructive behavior having its roots in lack of self-esteem can best be addressed by acknowledging and addressing these facts:

  - all children have value by the simple virtue of their existence
  - the value of children is exactly equal to that of adults
  - the will to learn is rooted in the sense of self-worth."

- If we can get students to feel good about themselves then they will feel good about their surroundings. They will take better care of books, facilities, etc.

- The priority goal areas are not carried out through the school year.

Printed in U.S.A. SIDE 1

NEEDS ASSESSMENT

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME **GUIDANCE/COUNSELING**

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Group Identification:

(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A-Parent 1B-Community Representative 1C-School Board Member

2A-Student, Grade K-6 2B-Student, Grade 7-12 2C-Student, Adult

3A-Teacher, Elementary 3B-Teacher, Secondary

4A-Principal/Assistant - Elementary 4B-Principal/Assistant - Secondary

5A-Other (specify) ______________________________

Goal #1: *To improve the delivery of counseling services at the elementary and secondary levels.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A-Poor 6B-Fair 6C-Good 6D-Excellent 6E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A-Budget	8A-Management	9A-Research
7B-Curriculum	8B-Organizational Structure	9B-Staff Development
7C-Equipment/Materials	8C-Personnel	9C-Student Entry Level
7D-Evaluation	8D-Planning	9D-Technology
7E-Facilities	8E-Policy Considerations	9E-Time Allocated

10A-Other (specify) ______________________________

Goal #2: *To support the appropriate and progressive learning experiences of secondary school students by assisting with the implementation of the Secondary Student Progress Plan.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A-Poor 11B-Fair 11C-Good 11D-Excellent 11E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A-Budget	13A-Management	14A-Research
12B-Curriculum	13B-Organizational Structure	14B-Staff Development
12C-Equipment/Materials	13C-Personnel	14C-Student Entry Level
12D-Evaluation	13D-Planning	14D-Technology
12E-Facilities	13E-Policy Considerations	14E-Time Allocated

15A-Other (specify) ______________________________

Goal #3: *To establish a committee representative of the school system and community to guide and support the improvemnt of counseling services K-12.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A-Poor 16B-Fair 16C-Good 16D-Excellent 16E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A-Budget	18A-Management	19A-Research
17B-Curriculum	18B-Organizational Structure	19B-Staff Development
17C-Equipment/Materials	18C-Personnel	19C-Student Entry Level
17D-Evaluation	18D-Planning	19D-Technology
17E-Facilities	18E-Policy Considerations	19E-Time Allocated

20A-Other (specify) ______________________________

SURVEY NUMBER

SURVEY B
No. 19637
5-161

214

NATIONAL COMPUTER SYSTEMS

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Goal #4: *To implement procedures for program accountability at the local school and ensure the effective delivery of counseling services.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor **21B**-Fair **21C**-Good **21D**-Excellent **21E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget
22B-Curriculum
22C-Equipment/Materials
22D-Evaluation
22E-Facilities
23A-Management
23B-Organizational Structure
23C-Personnel
23D-Planning
23E-Policy Considerations
24A-Research
24B-Staff Development
24C-Student Entry Level
24D-Technology
24E-Time Allocated
25A-Other (specify)______________________________

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Goal #5: *To provide staff development for counselors to ensure that they are trained in the appropriate skills and competencies in order to provide quality counseling services to students.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor **26B**-Fair **26C**-Good **26D**-Excellent **26E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A-Budget
27B-Curriculum
27C-Equipment/Materials
27D-Evaluation
27E-Facilities
28A-Management
28B-Organizational Structure
28C-Personnel
28D-Planning
28E-Policy Considerations
29A-Research
29B-Staff Development
29C-Student Entry Level
29D-Technology
29E-Time Allocated
30A-Other (specify)______________________________

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Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

GUIDANCE/COUNSELING

NATIONAL COMPUTER SYSTEMS

GUIDANCE/COUNSELING

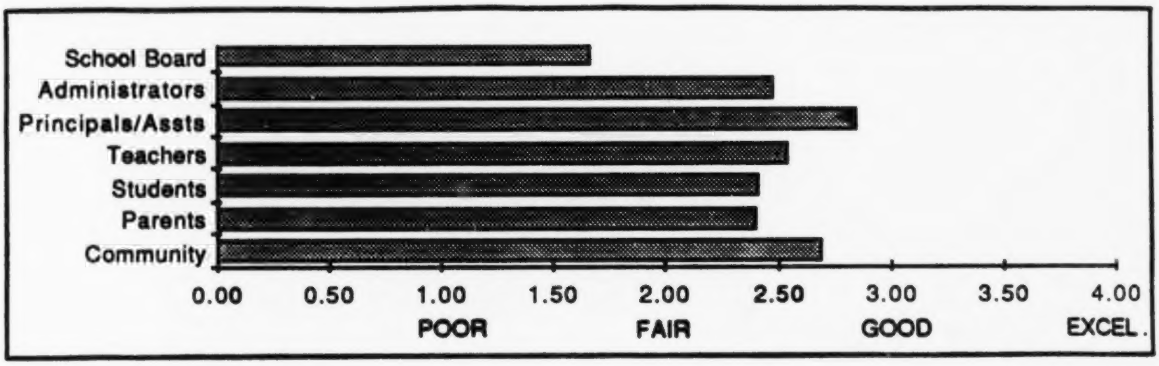
Definition: Guidance and counseling of students supports the instructional program of the school system and assists students, kindergarten through 12th grade, to develop, integrate and examine a concept of self in relation to others, and a picture of one's role in the world. The program is developmental, preventive and remedial. Services are provided in the areas of orientation, articulation, development, adjustment, administration, evaluation/research and follow-up.

Survey Respondents

School Board Members - 3
Administrators - 47
Principals/Assistants - 37
Teachers - 67

Students - 31
Parents - 43
Community Representatives - 35
Unidentified - 2
Total Respondents - 265

Goal Statement #1: To improve the delivery of counseling services at the elementary and secondary levels.

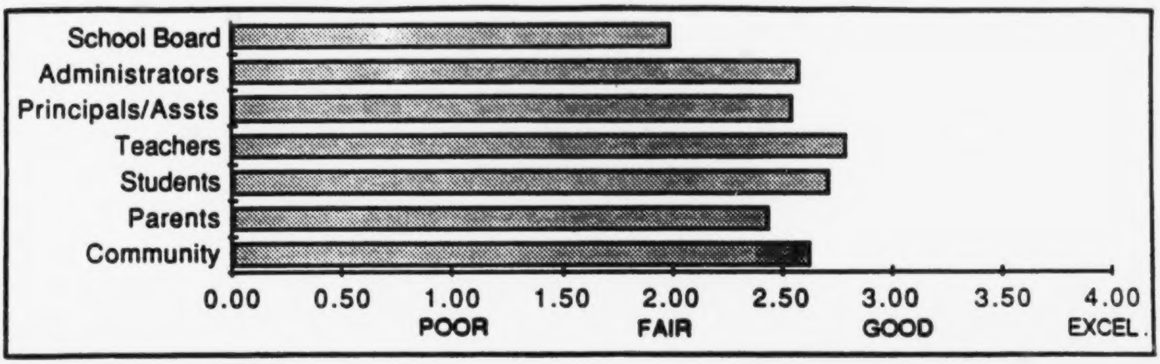


Total responses - 236
No response - 16

No opinion - 13
Multiple response - 0

The three areas of greatest need as identified by respondents are: Personnel 31.6%, Budget 13.2%, Time Allocated 11.8%.

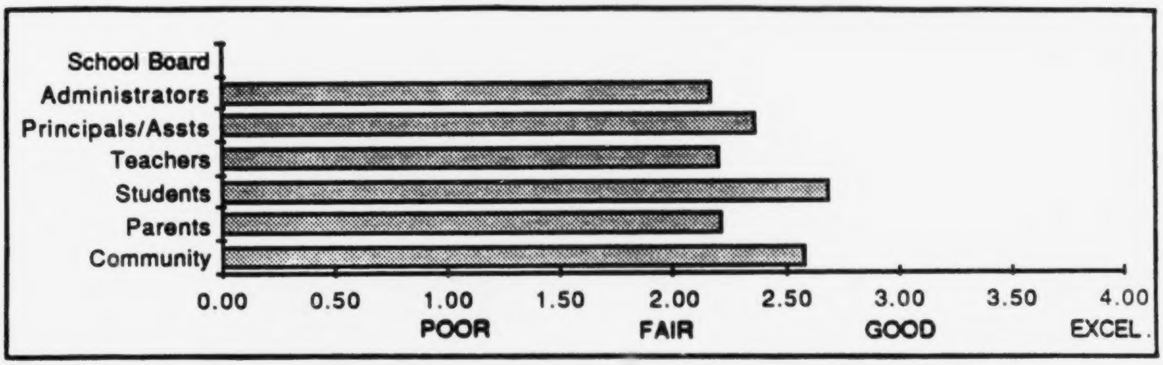
Goal Statement #2: To support the appropriate and progressive learning experiences of secondary school students by assisting with the implementation of the Secondary Student Progress Plan.



Total responses - 198   No opinion - 49
No response - 18   Multiple response - 0

The four areas of greatest need as identified by respondents are: Personnel 15.4%, Management 11.2%, Budget 10.6%, Staff Development 10.6%.

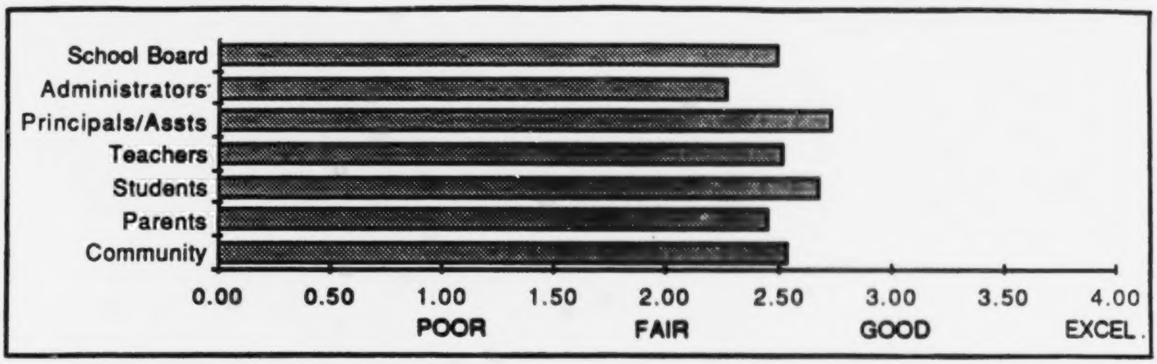
Goal Statement #3: To establish a committee representative of the school system and community to guide and support the improvement of counseling services K-12.



Total responses - 209   No opinion - 38
No response - 17   Multiple response - 1

The three areas of greatest need as identified by respondents are: Personnel 15.3%, Planning 13.4%, Management 13.4%.

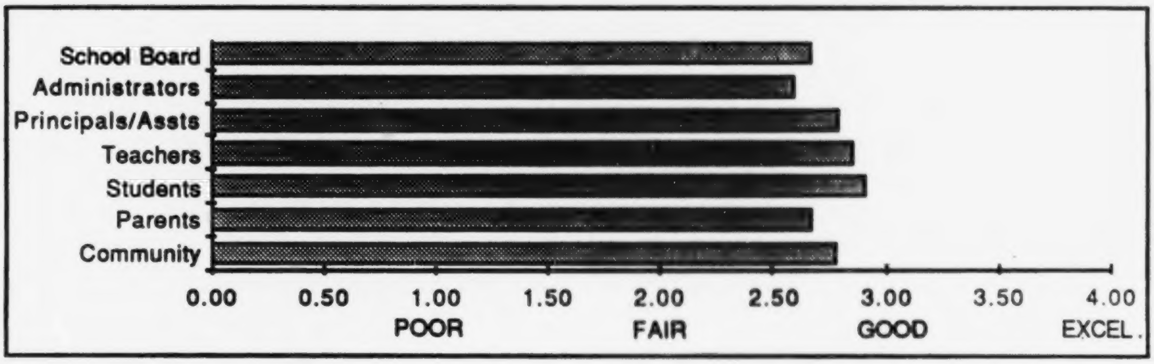
Goal Statement #4: To implement procedures for program accountability at the local school and ensure the effective delivery of counseling services.



Total responses - 217	No opinion - 23
No response - 25	Multiple response - 0

The three areas of greatest need as identified by respondents are: Management 19.5%, Personnel 17.9%, Planning 15.9%.

Goal Statement #5: To provide staff development for counselors to ensure that they are trained in the appropriate skills and competencies in order to provide quality counseling services to students.



Total responses - 222	No opinion - 12
No response - 31	Multiple response - 0

The three areas of greatest need as identified by respondents are: Staff Development 23.6%, Personnel 14.8%, Budget 13.3%.

GUIDANCE AND COUNSELING COMMENTS

Comments from participants who responded to this priority goal area most frequently indicated a need to increase pupil-counselor contact by hiring more counselors, especially more bilingual counselors; making better use of existing counselors by reducing paperwork, eliminating or reducing non-counseling duties, hiring counselor aides and making more appropriate use of counselors by school administrators; and, adding counseling skills to the teacher's classroom repertoire. More in-service staff development for counselors, more counselors in problem schools and more male counselors were cited as needs. Counselors were "advised" to provide realistic counseling in terms of expectations of the work place, make a stronger effort to understand the needs of the community, and "talk to each and every student."

Increased Number of Counselors

- Increase the number of counselors; more help is needed; need more reasonable work load citywide (especially at secondary levels). (9)
- There is a need for more counselors in problem schools.
- The system needs more native-speaking bilingual counselors to help counsel children with the problems they face; (26) A Chinese youth program with a parent component is needed. (3)
- Counselors need clerical aides to free up time for students. (3)
- Counselors should be freed from non-counseling duties like paperwork, scheduling, and so forth. (6)
- In schools with more than one counselor, consideration should be given to the development of special expertise and interdisciplinary work.

Recruitment, Training and Staff Development

- Staff development for counselors should be priority number one.
- More staff development is needed for counselors; better preparation and training including curricular changes, career trends and "basic skills." (4)
- Teachers should be helped to develop counseling skills as a part of their classroom repertoire. (2)
- Principals need in-service development in the effective and appropriate use of counselors. (2)
- There should be more conferencing between counselors and subject-area teachers and subject-area supervisors. (2)

- Counselors need specialized training to work with handicapped students and their parents.
- Counselors must be more adequately trained and motivated to offer services to children, teachers and parents. Counselors who are not adequately trained should be fired. (2)
- Counselors need to have group sessions.
- There is a great need for male counselors as role models.
- There is a need for younger counselors and an infusion of new blood; a number of counselors should retire. (2)
- Staff development should be offered in areas central to most counselors.

Miscellaneous

- Develop a directed self-study curriculum for students.
- The school system needs a guidance committee.
- The counseling department is very good; the improvement needs to come from the students . . . counselors can help them overcome their fear to reach out.
- Counselors must like students; they need to talk to each and every student. (2)
- Counselors need their own computer terminals.
- Counselors must be able to provide more realistic counseling of students in terms of expectations and adjustment to the work place; they should encourage students to study more. (2)
- More support from parents to work with counselors is needed, as is a better understanding by counselors of needs of community. (2)
- Require documentation of counseling events for each student.

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NEEDS ASSESSMENT

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ____________________

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***Goal #1:** To enhance the competencies of all DCPS staff by providing and facilitating in-service training and professional development.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities
8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations
9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated
10A=Other (specify) ____________________

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***Goal #2:** To maximize the allocation of human and material resources to support staff development by delineating a program plan and supportive budget.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities
13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations
14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated
15A=Other (specify) ____________________

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***Goal #3:** To systematically identify the staff development needs of all DCPS personnel by establishing a continuous needs assessment process supported by a comprehensive data base.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities
18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations
19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated
20A=Other (specify) ____________________

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FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME
PROFESSIONAL DEVELOPMENT

SURVEY NUMBER

SURVEY B
5-169 No. 19637

221

NATIONAL COMPUTER SYSTEMS
NCS

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Y N
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Y N
40 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Goal #4: *To examine the impact of staff development on individual and institutional goals by developing an evaluation design to provide an on-going assessment of program objectives.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A=Poor 21B=Fair 21C=Good 21D=Excellent 21E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A=Budget
22B=Curriculum
22C=Equipment/Materials
22D=Evaluation
22E=Facilities
23A=Management
23B=Organizational Structure
23C=Personnel
23D=Planning
23E=Policy Considerations
24A=Research
24B=Staff Development
24C=Student Entry Level
24D=Technology
24E=Time Allocated
25A=Other (specify)________________________________

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Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

PROFESSIONAL DEVELOPMENT

222

NATIONAL
COMPUTER
SYSTEMS

PROFESSIONAL DEVELOPMENT

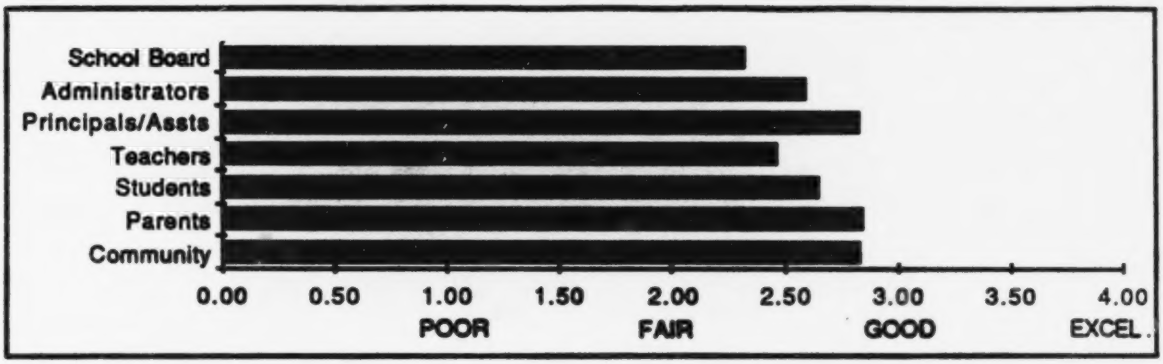
Definition: Professional development is the systematic process of identifying, planning, implementing and evaluating programs and activities to educate, train and develop the human resources of the school system. The focus and direction of specific programs and activities are determined by the stated goals and objectives of the Superintendent and the Board of Education, and by changes in the internal and external demands of the school system.

Survey Respondents

School Board Members - 3
Administrators - 49
Principals/Assistants - 30
Teachers - 61

Students - 24
Parents - 33
Community Representatives - 34
Unidentified - 3
Total Respondents - 237

Goal Statement #1: To enhance the competencies of all DCPS staff by providing and facilitating in-service training and professional development.

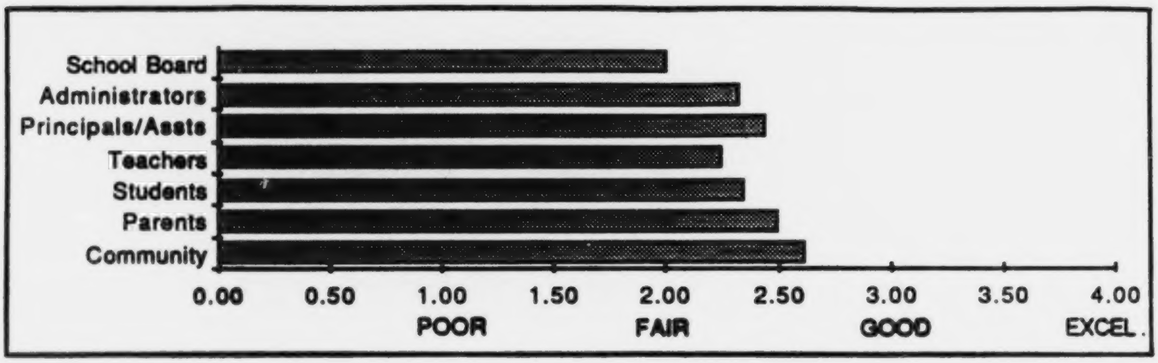


Total responses - 219
No response - 6

No opinion - 12
Multiple response - 0

The three areas of greatest need as identified by respondents are: Staff Development 17.7%, Budget 17.2%, Time Allocated 13.8%.

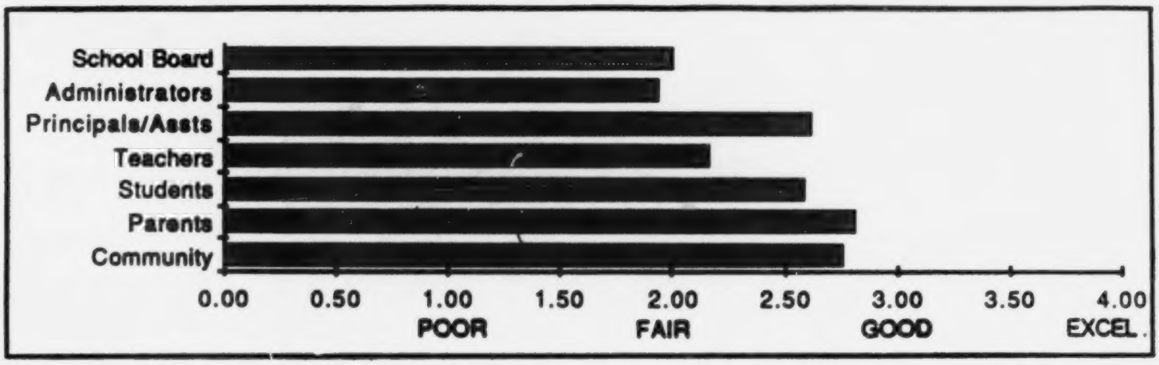
Goal Statement #2: To maximize the allocation of human and material resources to support staff development by delineating a program plan and supportive budget.



Total responses - 204
No response - 13
No opinion - 20
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 23.4%, Planning 19.9%, Management 12.4%.

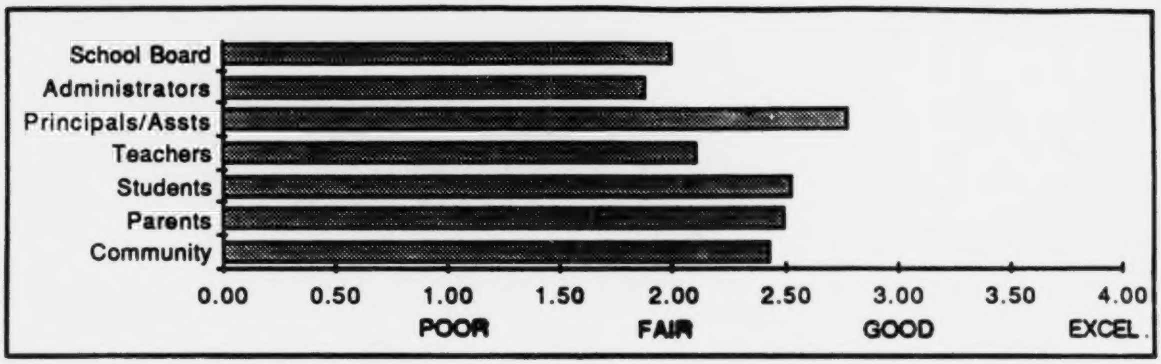
Goal Statement #3: To systematically identify the staff development needs of all DCPS personnel by establishing a continuous needs assessment process supported by a comprehensive data base.



Total responses - 199
No response - 16
No opinion - 22
Multiple response - 0

The three areas of greatest need as identified by respondents are: Management 17.4%, Budget 11.8%, Planning 11.3%.

Goal Statement #4: To examine the impact of staff development on individual and institutional goals by developing an evaluation design to provide an on-going assessment of program objectives.



Total responses - 191
No response - 22
No opinion - 24
Multiple response - 0

The three areas of greatest need as identified by respondents are: Evaluation 15.6%, Planning 14.0%, Organizational Structure 9.7%.

PROFESSIONAL DEVELOPMENT COMMENTS

Commenters divided among those who recommended improvement of Staff Development efforts, and those who felt that better selection; retention with incentives, college tuition and sabbaticals; and, dismissal processes be used to improve DCPS personnel. Recommendations for improving Staff Development included targeting it to schools with low test scores, expanding it in the specific subject areas, providing it at all levels of the school system with mention of Special Education personnel, and identifying the teachers who need improvement most and providing it to them. Program improvement suggestions cited an annual needs assessment, a data base for identifying and responding to needs, more teacher and DCPS personnel involvement as trainers, wider advertisement of course offerings, and formal evaluation of the effect of staff development.

Improving Staff Development/In-Service Training

- In-service training should be offered frequently with adequate time allotted.
- Identifying in-service needs should be a systematic and continuous process.
- The purpose of in-service training should not be to provide basic preparation in any one area but to enhance expertise of persons already prepared to work in their areas.
- Expand systemwide in-service requirements for all staff including special education personnel.
- The D. C. P.S. should offer in-service courses in discipline areas.
- More training/staff development opportunities need to be offered.
- More meaningful staff development activites need to be developed and made more readily available to teachers.
- Individualization, grouping and other items related to SSPP need to be addressed; teachers need more help with these items rather than drug abuse seminars.
- Hands-on workshops are needed on items directly dealing with helping children reach objectives with average (C) mastery levels.
- Instructional/Educational Aides should be targeted to receive staff development in areas of weakness.
- More staff development is needed on dealing with content and related classroom methods (course specific) by trained persons.
- Provide independent study opportunities or staff development for staffs of schools which score below national norms.
- Provide staff development for all personnel levels of the school system. (4)

- More emphasis needs to be put on school presentations at the citywide Teachers Convention.
- More staff development programs should be developed for the special education staff.
- The purpose of staff development should be to upgrade skills and competencies.
- A management course is needed.
- Conferences in discipline areas need to be stressed.
- Consistent progressive professional development experiences are needed.
- Involve teachers as a major part of staff development (from determining needs of teachers, through standards to set and implementation of staff development programs).
- Improve communication strategies to alert personnel of training/staff development opportunities.
- More time should be allotted for staff development utilizing the many experts we have in DCPS to share expertise from school to school.
- Give teachers adequate materials to work effectively with students.

Needs Assessment

- Consultants should be useful in designing a comprehensive and annual needs assessment, establishing the data base, and designing the evaluation process.
- Specific decisions about needs should be based on self assessment, supervisor assessment, and administrative assessment.
- Planning and implementation of plans made for needs assessment for professional development should be given necessary time in order to determine if needs are being met.
- Provide a more specific/accurate staff development needs analysis.

Evaluation

- Incorporate follow-up activities/studies to determine effect of staff development on student achievement.
- A mechanism for determining impact of staff development needs to be established and implemented.

Personnel Concerns

- Hiring persons qualified to serve in vacant positions would eliminate the need for extensive in-service training.
- More trainers should be hired.
- The Ist priority in enhancing competency should be to install and implement processes for removing DCPS staff who do not perform at a minimally acceptable level, and then satisfactory level.
- If DCPS hired good, qualified people in the first place and offered them incentives to stay they would do their jobs.

Policy Considerations

- Policy needs to be developed and implemented to ensure that those persons who need specific training or re-training are the first to be trained; required attendance should be stressed.
- DCPS should provide each employee with six hours of free credit at any accredited university.
- Individualized professional development should be provided for 1st and 2nd year staff regardless of assignment.
- Increased sabbatical leave for employees is needed.

Printed in U.S.A. SIDE 1

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FEED THIS DIRECTION

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SURVEY NUMBER

NEEDS ASSESSMENT

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ____________________

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Goal #1: *To increase the systemwide average daily attendance to 96 percent.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities
8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations
9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated
10A=Other (specify) ____________________

==

Goal #2: *To reduce by half the current dropout rate of 16.9 percent.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities
13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations
14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated
15A=Other (specify) ____________________

==

Goal #3: *To employ, train and maintain adequate attendance staff, for grades K-12, with facilities sufficient to provide full implementation of the Comprehensive Plan for School Attendance Improvment.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities
18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations
19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated
20A=Other (specify) ____________________

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INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME **STUDENT ATTENDANCE**

SURVEY B
5-177 No. 19637

229

NATIONAL COMPUTER SYSTEMS NCS

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***Goal #4:** To accomplish fully automated enrollment, attendance accountability, and attendance service reporting systems.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor **21B**-Fair **21C**-Good **21D**-Excellent **21E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget
22B-Curriculum
22C-Equipment/Materials
22D-Evaluation
22E-Facilities

23A-Management
23B-Organizational Structure
23C-Personnel
23D-Planning
23E-Policy Considerations

24A-Research
24B-Staff Development
24C-Student Entry Level
24D-Technology
24E-Time Allocated

25A-Other (specify)____________________________________

===

***Goal #5:** To provide the school system with a comprehensive school attendance improvement plan which has been validated and adapted to permit the accomplishment of the above stated goals.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor **26B**-Fair **26C**-Good **26D**-Excellent **26E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A-Budget
27B-Curriculum
27C-Equipment/Materials
27D-Evaluation
27E-Facilities

28A-Management
28B-Organizational Structure
28C-Personnel
28D-Planning
28E-Policy Considerations

29A-Research
29B-Staff Development
29C-Student Entry Level
29D-Technology
29E-Time Allocated

30A-Other (specify)____________________________________

===

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

STUDENT ATTENDANCE

STUDENT ATTENDANCE

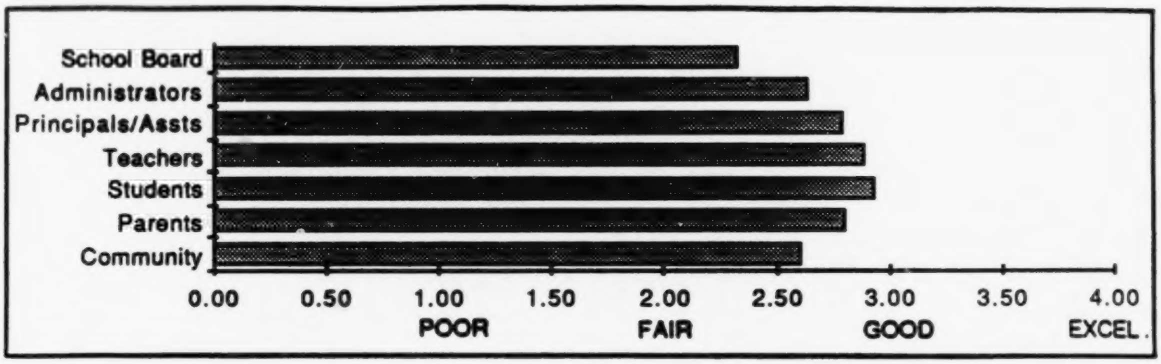
Definition: Attendance improvement encompasses all of the instructional and non-instructional activities which may have a beneficial effect on the accomplishment of regular school attendance for all students. Guidelines for attendance improvement have been developed in the Comprehensive Plan for School Attendance Improvement which delineates a service model focused on the attainment of measurable attendance goals and objectives.

Survey Respondents

School Board Members - 3
Administrators - 53
Principals/Assistants - 34
Teachers - 60

Students - 30
Parents - 37
Community Representatives - 39
Unidentified - 5
Total Respondents - 261

Goal Statement #1: To increase the systemwide average daily attendance to 96 percent.

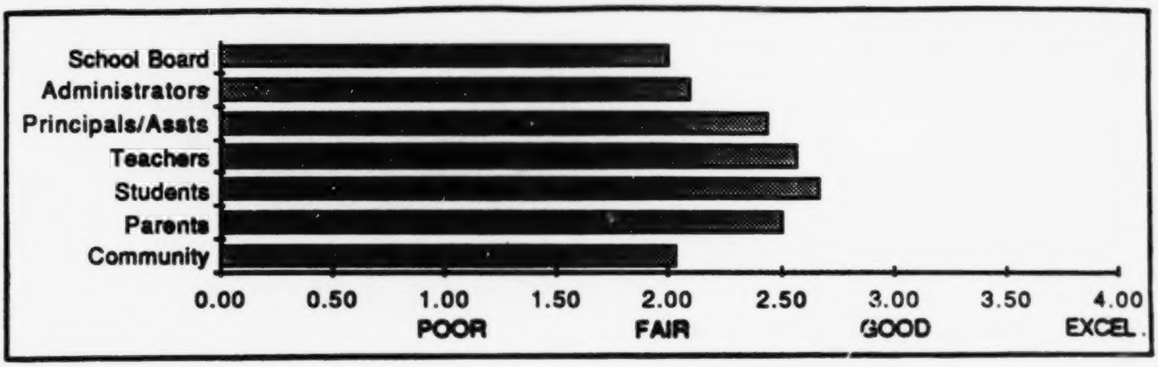


Total responses - 237
No response - 11

No opinion - 13
Multiple response - 0

The three areas of greatest need as identified by respondents are: Personnel 20.6%, Management 16.9%, Policy Considerations 11.4%.

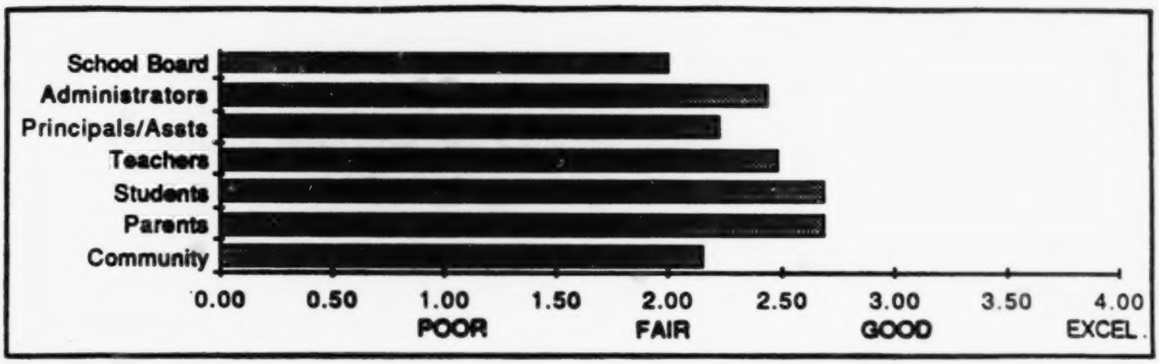
Goal Statement #2: To reduce by half the current dropout rate of 16.9 percent.



Total responses - 234
No response - 4
No opinion - 23
Multiple response - 0

The three areas of greatest need as identified by respondents are: Personnel 14.8%, Planning 11.0%, Management 10.5%.

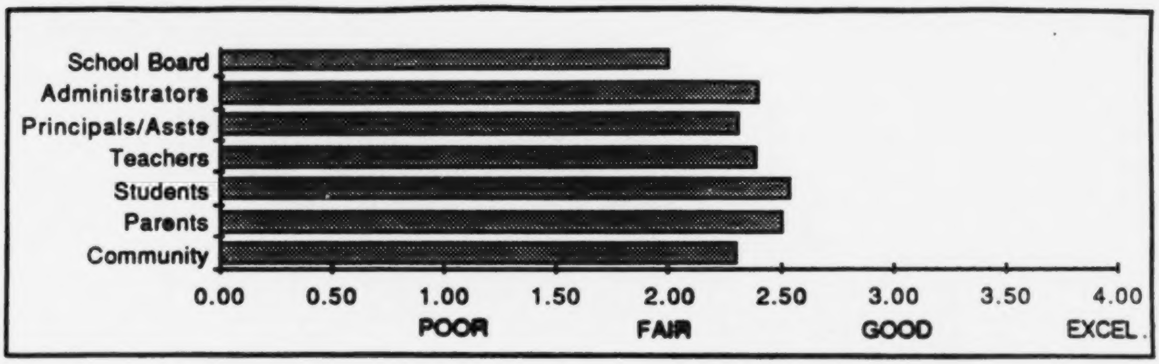
Goal Statement #3: To employ, train and maintain adequate attendance staff, for grades K-12, with facilities sufficient to provide full implementation of the Comprehensive Plan for School Attendance Improvement.



Total responses - 234
No response - 13
No opinion - 13
Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 31.0%, Personnel 24.3%, Management 6.6%.

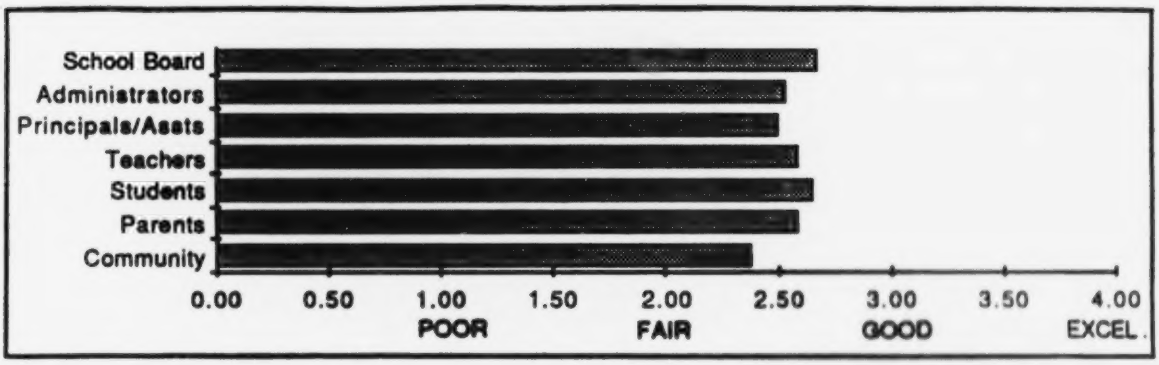
Goal Statement #4: To accomplish fully automated enrollment, attendance accountability, and attendance service reporting systems.



Total responses - 219	No opinion - 18
No response - 24	Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 20.1%, Management 13.2%, Technology 12.3%.

Goal Statement #5: To provide the school system with a comprehensive school attendance improvement plan which has been validated and adapted to permit the accomplishment of the above stated goals.



Total responses - 211	No opinion - 18
No response - 32	Multiple response - 0

The three areas of greatest need as identified by respondents are: Management 17.7%, Planning 14.8%, Personnel 13.3%.

STUDENT ATTENDANCE COMMENTS

The sentiment of respondents to the goal of improving student attendance showed a strong concern for the problem, a desire to "get tough" with truants, and at the same time, to work harder to improve students' motivation to attend school. Specific areas which might help were linking attendance to grades, improving the attendance tracking system, hiring attendance officers, and involving more agencies. The suggested strategies for improvement placed major responsibility on parents, principals, teachers and attendance officers.

Motivating Students

- More activities are needed in the career centers to attract more students.
- Stop talking about good attendance, and do it.
- Encourage students through books, materials and equipment, and stress the importance of attending school.
- Make classes more interesting. (2)
- Develop direct outreach services for identified potential dropouts, e.g., individual and/or family counseling, tutoring, etc. (2)
- Increase career development services to academically delayed students and family training programs as dropout prevention strategies.
- We need more programs for Hispanics. (19)
- Be very strict about attendance in junior and senior high school. (9)
- The subject of citizenship should be included in the curriculum. (3)
- Provide a uniform dress code for students to eliminate competition in dress which may ultimately lead to dropping out.
- We need a Chinese youth program, Chinese parent program, and Chinese attendance coordinator and counselor. (6)

Attendance and Letter Grades

- There should be a Board policy on the number of days a student may be absent before receiving an automatic grade of "F".
- Establish minimal attendance standards for academic progress.
- There should be a limit to what is tolerated.

Managing Attendance Data

- The local school computerized management program should provide the technological support for attendance; a comprehensive management system is needed. (4)
- Goal #4 - Senior high school attendance statistics must include class-by-class attendance not just homeroom.
- Follow-up or tracking should be implemented on all students with severe attendance problems.

Additional Personnel

- We need personnel to visit homes in addition to the attendance machines. (2)
- Plan, budget, train and hire personnel to improve attendance.
- Hire personnel who care about the students and who will help resolve their conflicts.
- Goal #4 - Facilities and personnel are needed to keep track of enrollment - a central data base should be developed.

Interagency Support

- More interagency agreements and incentives are needed.
- Utilize courts more to enforce existing mandatory school attendance laws.
- There is a need for a facility to teach those students who refuse to go to school on a regular basis; truancy is a violation of the D. C. Code, and yet there is no viable alternative (i.e. restrictive environment for truants; bring back "reform school".

Family Support

- Get parents and teachers personally involved, not machines.
- More comprehensive individualized and family counseling is needed; make parents more accountable and responsible for their children's school attendance. (3)
- The system for parental accountability does not work.
- Parents should participate in getting kids to school on time; some incentives should be given.
- Parents and guardians must be involved in the attendance program process to be effective.

Support From School Personnel

- Provide staff development so that we can gain a more realistic knowledge of what is effective in attendance.
- The attendance staff needs to be able to project an ideology for attendance that is implemented by certain ongoing practices.
- Attendance officers need to do the work they are paid to do; who holds these officers accountable? The schools do not control their lack of work.
- Don't allow principals to send students home because they are late.

NEEDS ASSESSMENT

SCAN BOTH SIDES
WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
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18	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
19	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
20	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

SURVEY NUMBER

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ____________________

==

***Goal #1:* To recommend the revision of the Board of Education Rules governing student athletic eligibility and penalties for rule infraction by coaches, principals and students.**

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities
8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations
9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated
10A=Other (specify) ____________________

==

***Goal #2:* To support the successful implementation of the intermural athletic program by providing vehicles specified for athletics to be used to meet all transportation requirements.**

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities
13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations
14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated
15A=Other (specify) ____________________

==

***Goal #3:* To develop adult and student athletic trainers programs to provide injury prevention services for junior and senior high school student athletes.**

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities
18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations
19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated
20A=Other (specify) ____________________

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FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME **ATHLETICS**

SURVEY B
5-185 No. 19637

237

NATIONAL COMPUTER SYSTEMS NCS

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Y N
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***Goal #4:** To establish a process with a financial base for a yearly plan to refurbish the indoor and outdoor athletic facilities (e.g. floors, track areas, softball and baseball diamonds, bleachers, scoreboards, etc.).*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A=Poor **21B**=Fair **21C**=Good **21D**=Excellent **21E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A=Budget
22B=Curriculum
22C=Equipment/Materials
22D=Evaluation
22E=Facilities
23A=Management
23B=Organizational Structure
23C=Personnel
23D=Planning
23E=Policy Considerations
24A=Research
24B=Staff Development
24C=Student Entry Level
24D=Technology
24E=Time Allocated
25A=Other (specify)______________________________

==

***Goal #5:** To develop specifications for and seek acquisition of a DCPS athletic field house facility to 10,000 or greater capacity to be used for athletic championship events, track, indoor tennis, swimming meets, teacher/administrator conventions, graduations, other DCPS activities and public rental.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A=Poor **26B**=Fair **26C**=Good **26D**=Excellent **26E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A=Budget
27B=Curriculum
27C=Equipment/Materials
27D=Evaluation
27E=Facilities
28A=Management
28B=Organizational Structure
28C=Personnel
28D=Planning
28E=Policy Considerations
29A=Research
29B=Staff Development
29C=Student Entry Level
29D=Technology
29E=Time Allocated
30A=Other (specify)______________________________

==

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

ATHLETICS

NATIONAL
COMPUTER
SYSTEMS

ATHLETICS

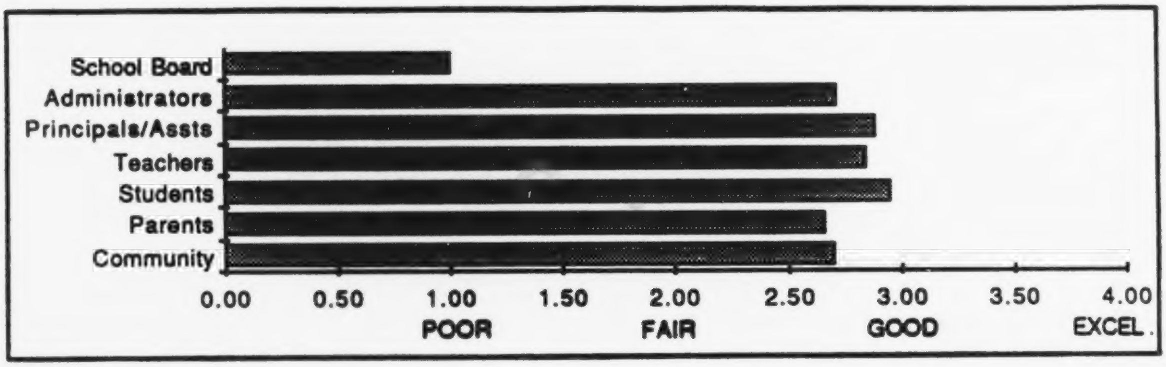
Definition: Athletics is the organization of individual or team sports and games for competition. The athletic program provides opportunities for students in grades 4-12 to develop sportsmanship, self-esteem, a sense of commitment, team spirit, leadership, and motor skills. It serves to motivate each child to maintain lifetime recreational interests and a healthy life-style.

Survey Respondents

School Board Members - 3
Administrators - 44
Principals/Assistants - 33
Teachers - 61

Students - 24
Parents - 49
Community Representatives - 31
Unidentified - 10
Total Respondents - 255

Goal Statement #1: To recommend the revision of the Board of Education Rules governing student athletic eligibility and penalties for rule infraction by coaches, principals and students.

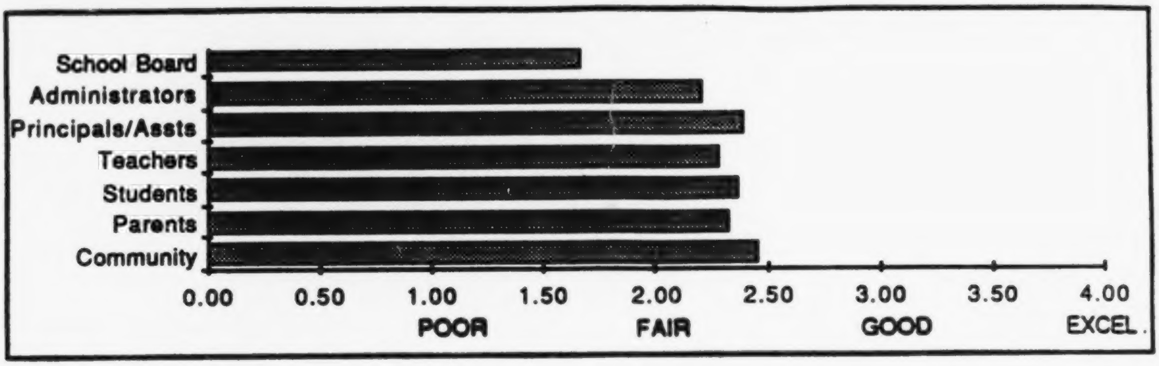


Total responses - 191
No response - 15

No opinion - 46
Multiple response - 3

The three areas of greatest need as identified by respondents are: Policy Considerations 15.6%, Equipment/Materials 13.4%, Management 12.9%.

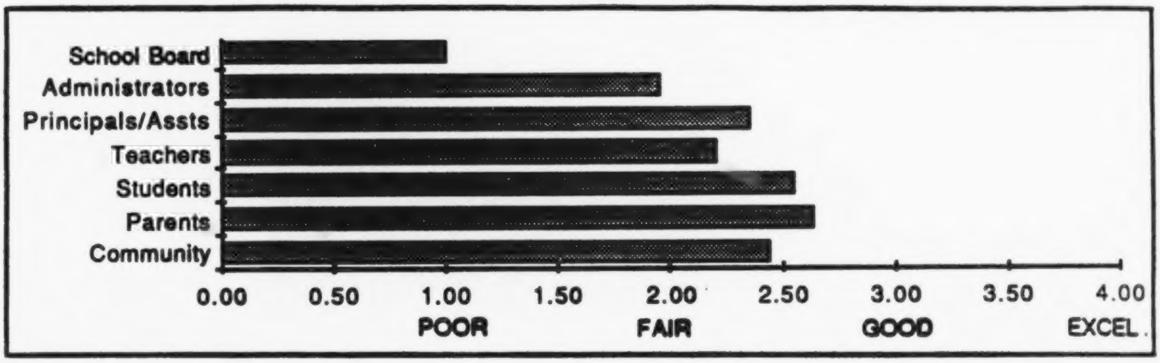
Goal Statement #2: To support the successful implementation of the intramural athletic program by providing vehicles specified for athletics to be used to meet all transportation requirements.



Total responses - 186
No response - 16
No opinion - 52
Multiple response - 1

The four areas of greatest need as identified by respondents are: Budget 42.1%, Equipment/Materials 14.2%, Management 6.8%, Planning 6.8%.

Goal Statement #3: To develop adult and student athletic trainers programs to provide injury prevention services for junior and senior high school student athletes.

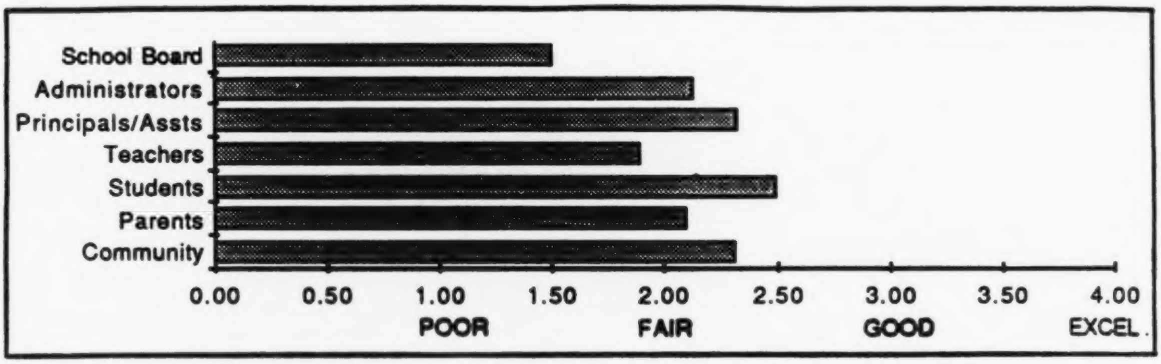


Total responses - 186
No response - 18
No opinion - 50
Multiple response - 1

The four areas of greatest need as identified by respondents are: Budget 25.1%, Personnel 15.5%, Planning 9.1%, Staff Development 9.1%.

Athletics (Continued)

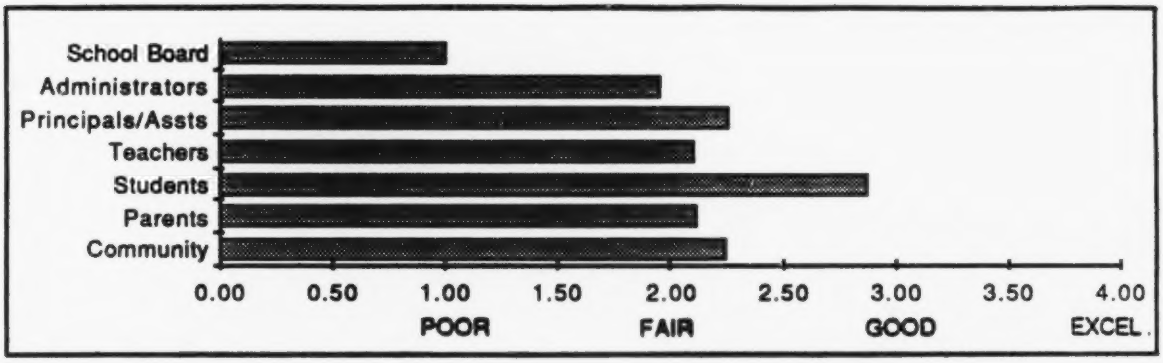
Goal Statement #4: To establish a process with a financial base for a yearly plan to refurbish the indoor and outdoor athletic facilities (e.g., floors, track areas, softball and baseball diamonds, bleachers, scoreboards, etc.).



Total responses - 196
No response - 25
No opinion - 33
Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 52.0%, Planning 10.3%, Facilities 7.4%.

Goal Statement #5: To develop specifications for and seek acquisition of a DCPS athletic field house facility to 10,000 or greater capacity to be used for athletic championship events, track, indoor tennis, swimming meets, teacher/administrator conventions, graduations, other DCPS activities and public rental.



Total responses - 167
No response - 39
No opinion - 48
Multiple response - 1

The three areas of greatest need as identified by respondents are: Budget 45.1%, Planning 9.8%, Facilities 9.2%.

ATHLETICS

Comments from respondents to the Athletics goal statements focused on strategies for improving the athletics program, the minimum "C" grade average, and personnel, facility and equipment needs.

Improving the Athletics Program

- The athletics program is an area needing much encouragement and it is important to strengthen it as it may be the only avenue to reach some students.
- Competent staff should be hired to implement the goals.
- Athletics should be centrally coordinated and evaluated. Each school may pursue its individual program, but a central governing body should be established to resolve disputes, set policy, evaluate programs, censure, provide physical exams, provide medical attention at all events, provide referees, and set overall standards.
- More girls basketball teams should be encouraged; let girls play football.
- There should be certified personnel at all athletic events whether at individual school or citywide events.
- It is not easy to specify the one area of greatest need for many of these goal statements. For goal statement # 1, there is also a great need for the faithful application of existing rules. In reference to this same goal, organizational structure was chosen because athletics, though housed with Health, Physical Education, Athletics, and Safety, operates sometimes sometimes on the basis of a directive that reassigns the athletic director to another office. Goal statement # 3 requires serious effort in planning, budget and personnel.
- Golf and tennis should be included in the athletic program.
- The minimum "C" grade average for participation in sports should be enforced.
- Upgrade the "C" grade average requirement to a "B" average and require post season follow-up activities, reports, and tutorial courses to further strengthen skills.

Facilities and Equipment

- More equipment and facilities are needed for elementary schools.
- In relation to goal statement # 5, the system should use exisiting facilities and put the money to better use, such as hiring more teachers to reduce class sizes to 20-25 students.
- As a taxpayer, I would not support the acquisition of a DCPS athletic field house. I would propose alternative time sharing arrangements with local colleges.

- "Athletic" buses would permit athletes to miss less class time. Dependence on school system buses often causes athletes to arrive early and depart late.

Reorganization and Allocation of Time

- Every junior high student should have one period of physical education every day.
- More time for physical education is needed at the elementary level.
- The physical education program should be strengthened at the elementary and junior high levels.

Printed in U.S.A. SIDE 1

SCAN BOTH SIDES
WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

NEEDS ASSESSMENT

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ______________________________

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Goal #1: *To construct a career ladder leading to the principalship that will require candidates' improved preparation and demonstration of leadership skills prior to appointment.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities
8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations
9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated
10A=Other (specify)______________________________

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Goal #2: *To strengthen professional development programs that enhance principals' skills in directing effective educational programs.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities
13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations
14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated
15A=Other (specify)______________________________

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Goal #3: *To standardize the evaluation process for all local school administrators.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities
18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations
19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated
20A=Other (specify)______________________________

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FEED THIS DIRECTION

INSTRUCTIONS
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- Fill circles completely
- Erase cleanly

SURVEY NAME
LOCAL SCHOOL LEADERSHIP

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SURVEY
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SURVEY B
5-193 No. 19637 244

NATIONAL
COMPUTER
SYSTEMS

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Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

LOCAL SCHOOL LEADERSHIP

NATIONAL
COMPUTER
SYSTEMS

LOCAL SCHOOL LEADERSHIP

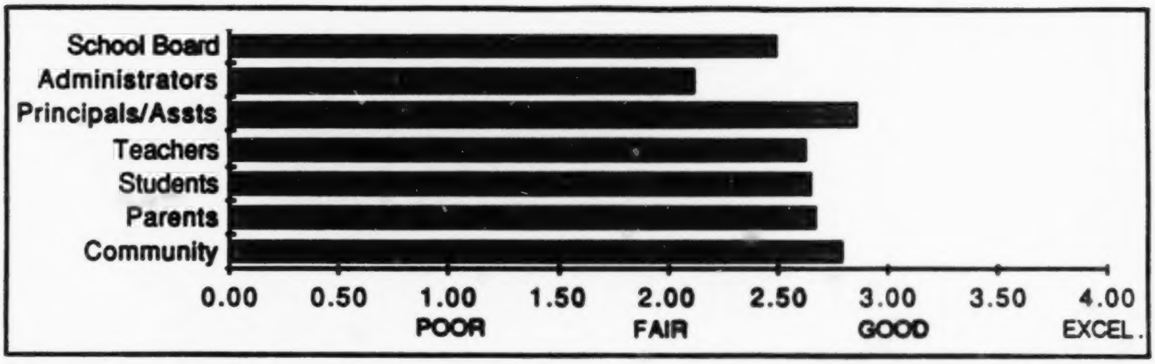
Definition: Local school leadership is the control, management and direction provided to a school by the principal, assisted by the school staff. The result of effective leadership is the efficient daily operation of the school which is evidenced through teachers and students who are active and purposeful; who feel good about themselves; who increasingly improve their attendance and student achievement; and, who have high expectations for themselves and others.

Survey Respondents

School Board Members - 3
Administrators - 51
Principals/Assistants - 34
Teachers - 65

Students - 30
Parents - 45
Community Representatives - 34
Unidentified - 3
Total Respondents - 265

Goal Statement #1: To construct a career ladder leading to the principalship that will require candidates' improved preparation and demonstration of leadership skills prior to appointment.

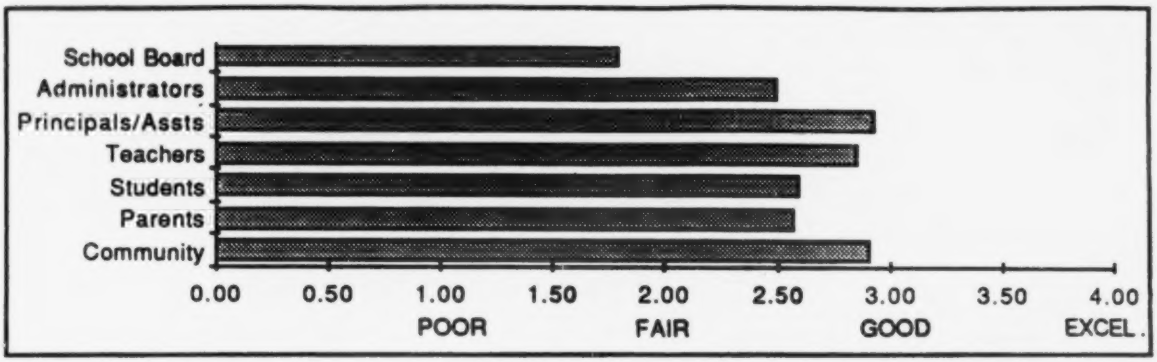


Total responses - 219
No response - 10

No opinion - 36
Multiple - 0

The three areas of greatest need as identified by respondents are: Organizational structure 13.9%, Management 11.9%, Planning 11.9%.

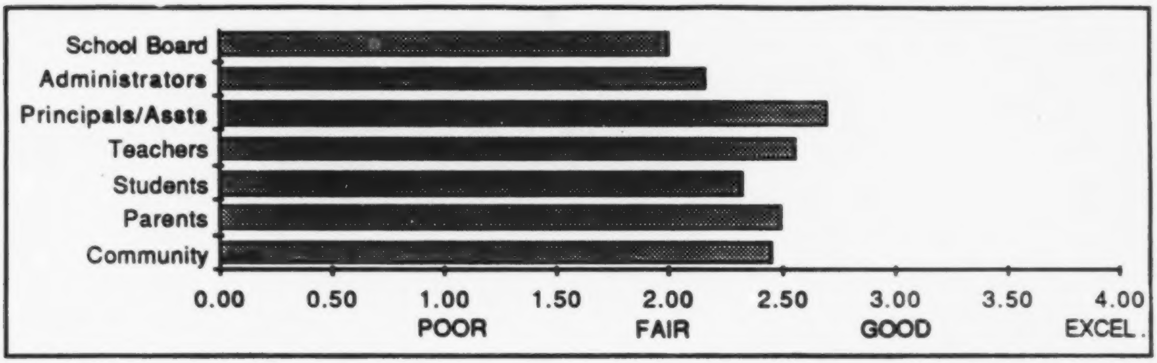
Goal Statement #2: To strengthen professional development programs that enhance principals' skills in directing effective educational programs.



Total responses - 231
No response - 14
No opinion - 19
Multiple - 1

The three areas of greatest need as identified by respondents are: Staff Development 20.3%, Planning 13.9%, Budget 13.9%.

Goal Statement #3: To standardize the evaluation process for all local school administrators.



Total responses - 218
No response - 12
No opinion - 35
Multiple - 0

The three areas of greatest need as identified by respondents are: Evaluation 15.6%, Management 14.1%, Policy Considerations 14.1%.

LOCAL SCHOOL LEADERSHIP COMMENTS

Respondents to the Local School Leadership goal statements overwhelmingly underscored the need for more and better staff development opportunities including the creation of a principal mentor program, administrative internships, short-term on-the-job experiences in the private sector, and more training in administration and management; training and development in communicating with the community and other school staff; a selection process for hiring and promoting administrators which is based less on personality and connections and more on ability and objective criteria; the establishment of a career ladder for principals; more local control and authority for principals; more clerical support at the school building level; and, better pay.

Recruitment, Training and Staff Development

- There should be mandatory staff development for principals, assistant principals and those aspiring and all other school officers; principals should be required to attend an institute program before they are assigned to a school; they should be assigned to work with an established principal/ mentor; the mentor principal should be paid a differential for the extra work; all Assistant Superintendents and above should receive training based upon A Passion for Excellence; and, positive reinforcement should be provided for those leaders who do strive to excel and demonstrate a high level of professionalism. (7)
- Offer training for principals in the rating process in how to facilitate a real information sharing process; provide more training on grievance procedures. (2)
- Individuals are not adequately trained as managers; leaders should be compensated more but should also be held more accountable for performance.
- Place a greater priority on support staff competence and provide more support staff for the principal. (3)
- Principals should be rotated to new schools every 2 - 4 years.

Evaluation, Assessment and Promotion

- The present system of administrator selection/promotion is still very subjective; the evaluation process needs to be standardized and strengthened; leaders must be selected on the basis of ability and dedication, not because of political considerations or nepotism. (3)
- Provide an individual assessment of principals' developmental skills.
- Career ladders should be established for administrators; for principals, there should be a progression from classroom, assistant principal to principal.

- "The panel selecting principals, assistant principals, [assistant] superintendents, etc. should be comprised of educators who are unbiased, i.e., from the surrounding jurisdictions. Included in the panel should be a ward member and the regional superintendent. All will have equal votes and a member of the board of arbitration will count the ballots and award the post and in the event of a tie he will award the deciding vote."
- "General announcements for positions of principal, assistant principal and supervisors should be made during the second semester of school. After personal interviews, recommendations and experience are evaluated, applicants should be ranked from highest to lowest scores and placed on a selection list."
- "When vacancies occur, potential candidates can be placed in [the] position according to ranking. This selection should be made by [the] Personnel Director or [the] Deputy Superintendent only hoping to select the most qualified person. Potential applicants should be notified of their rank placement on this list."

Miscellaneous

- All of the goal statements are good. Begin as soon as possible.
- Reform the annual leave policy to provide one month free in the summer.
- Re-institute the ALTA program.
- Improve working conditions.
- Improve officers' pay. (2)
- Peers should set up a support group for local school leadership.
- At the local school level, principals should develop a strong public relations team that includes school personnel and community representatives; there should be a citywide workshop for students, parents and teachers; and, more creative input from faculty, staff and parents. (3)
- There needs to be more research on the qualities of a good principal in urban schools.
- Publish the management style eight principles found in Search for Excellence, but adapt them for schools.

Printed in U.S.A. SIDE 1

NEEDS ASSESSMENT

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ______

==========

Goal #1: *To develop and implement a management planning and control system.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget	8A=Management	9A=Research
7B=Curriculum	8B=Organizational Structure	9B=Staff Development
7C=Equipment/Materials	8C=Personnel	9C=Student Entry Level
7D=Evaluation	8D=Planning	9D=Technology
7E=Facilities	8E=Policy Considerations	9E=Time Allocated

10A=Other (specify) ______

==========

Goal #2: *To improve the effectiveness of computer applications.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget	13A=Management	14A=Research
12B=Curriculum	13B=Organizational Structure	14B=Staff Development
12C=Equipment/Materials	13C=Personnel	14C=Student Entry Level
12D=Evaluation	13D=Planning	14D=Technology
12E=Facilities	13E=Policy Considerations	14E=Time Allocated

15A=Other (specify) ______

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Goal #3: *To support the efficient implementation of personnel processing procedures by preparing an appropriate manual for use by school system staff.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget	18A=Management	19A=Research
17B=Curriculum	18B=Organizational Structure	19B=Staff Development
17C=Equipment/Materials	18C=Personnel	19C=Student Entry Level
17D=Evaluation	18D=Planning	19D=Technology
17E=Facilities	18E=Policy Considerations	19E=Time Allocated

20A=Other (specify) ______

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INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME **PERSONNEL PROCEDURES AND PRACTICES**

SURVEY NUMBER

SURVEY B 250
5-199 No. 19637

NATIONAL COMPUTER SYSTEMS

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***Goal #4:** To establish a positive image for the Division of Human Resource Management reflecting its responsiveness to employment needs.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor 21B-Fair 21C-Good 21D-Excellent 21E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A-Budget
22B-Curriculum
22C-Equipment/Materials
22D-Evaluation
22E-Facilities
23A-Management
23B-Organizational Structure
23C-Personnel
23D-Planning
23E-Policy Considerations
24A-Research
24B-Staff Development
24C-Student Entry Level
24D-Technology
24E-Time Allocated
25A-Other (specify)________________________________

==

***Goal #5:** To stimulate a spirit of support and assistance among and between the staff of the Division of Human Resource Management and the school system community.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor 26B-Fair 26C-Good 26D-Excellent 26E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A-Budget
27B-Curriculum
27C-Equipment/Materials
27D-Evaluation
27E-Facilities
28A-Management
28B-Organizational Structure
28C-Personnel
28D-Planning
28E-Policy Considerations
29A-Research
29B-Staff Development
29C-Student Entry Level
29D-Technology
29E-Time Allocated
30A-Other (specify)________________________________

==

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

PERSONNEL PROCEDURES AND PRACTICES

PERSONNEL PROCEDURES AND PRACTICES

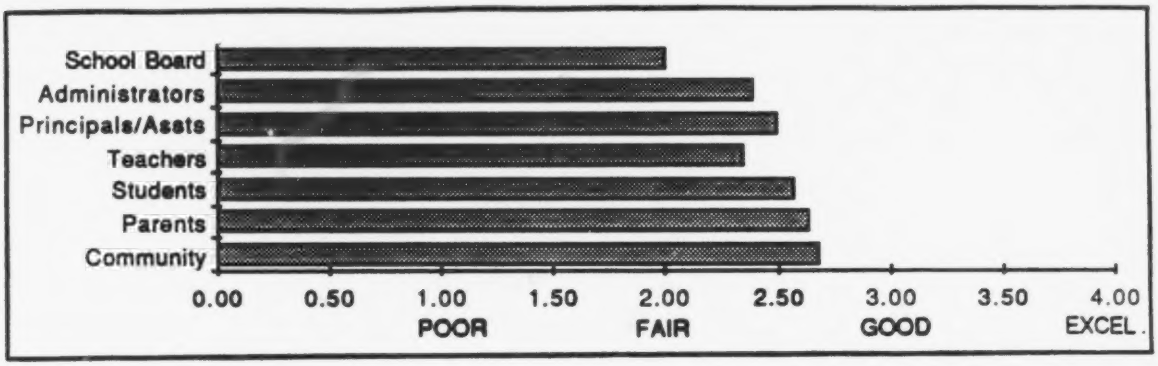
Definition: Personnel procedures and practices are the processes utilized to hire, promote, train, evaluate and conclude services of employees. The steps involved include developing, implementing, and promoting an effective, efficient and positive spirit of support and guidance for all employees.

Survey Respondents

School Board Members - 3
Administrators - 41
Principals/Assistants - 36
Teachers - 59

Students - 25
Parents - 40
Community Representatives - 44
Unidentified - 5
Total Respondents - 253

Goal Statement #1: To develop and implement a management planning and control system.

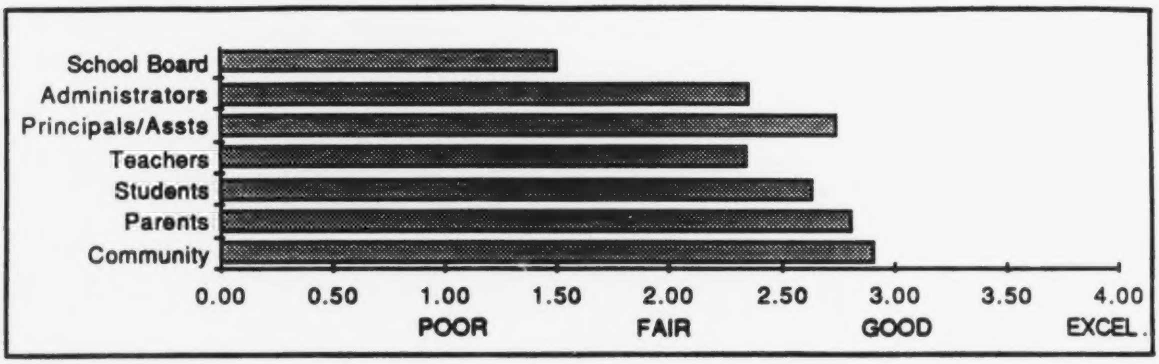


Total responses - 207
No response - 10

No opinion - 36
Multiple response - 0

The three areas of greatest need as identified by respondents are: Management 20.9%, Budget 13.6%, Organizational Structure 12.6%.

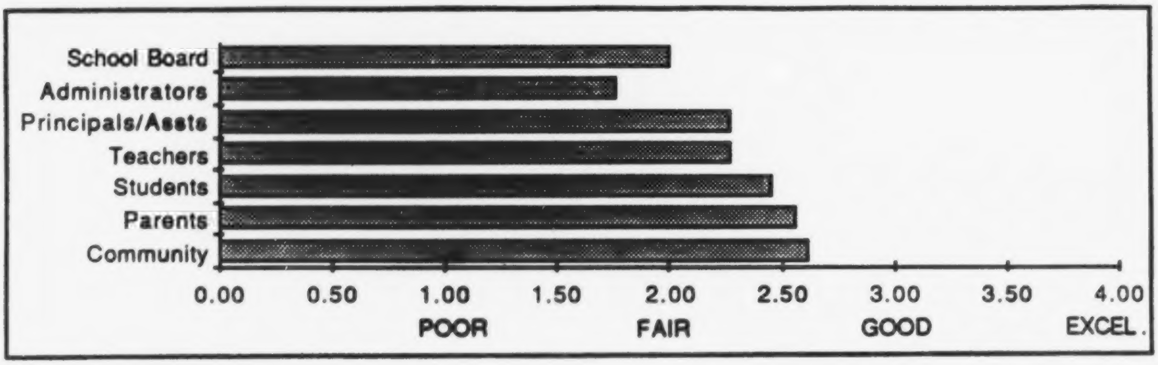
Goal Statement #2: To improve the effectiveness of computer applications.



Total responses - 215	No opinion - 30
No response - 8	Multiple response - 0

The three areas of greatest need as identified by respondents are: Equipment/Materials 14.9%, Budget 12.8%, Personnel 12.3%.

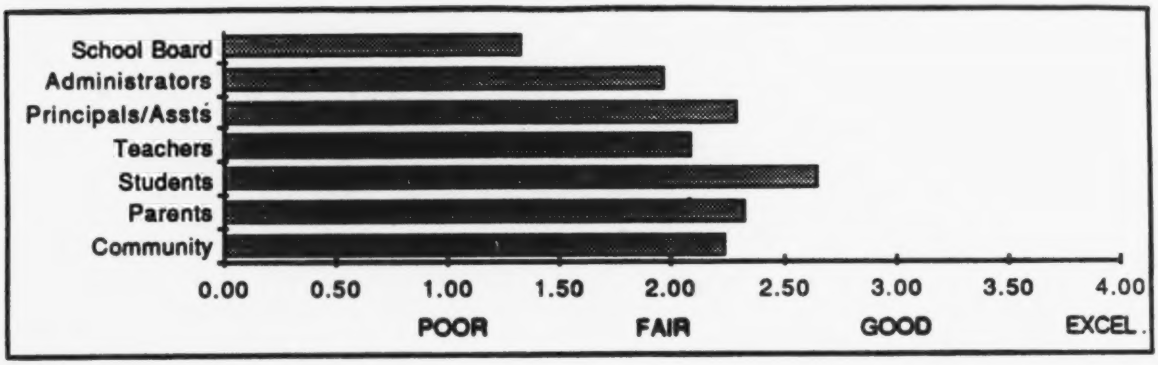
Goal Statement #3: To support the efficient implementation of personnel processing procedures by preparing an appropriate manual for use by school system staff.



Total responses - 205	No opinion - 36
No response - 11	Multiple response - 1

The three areas of greatest need as identified by respondents are: Planning 13.5%, Organizational Structure 12.9%, Management 12.5%.

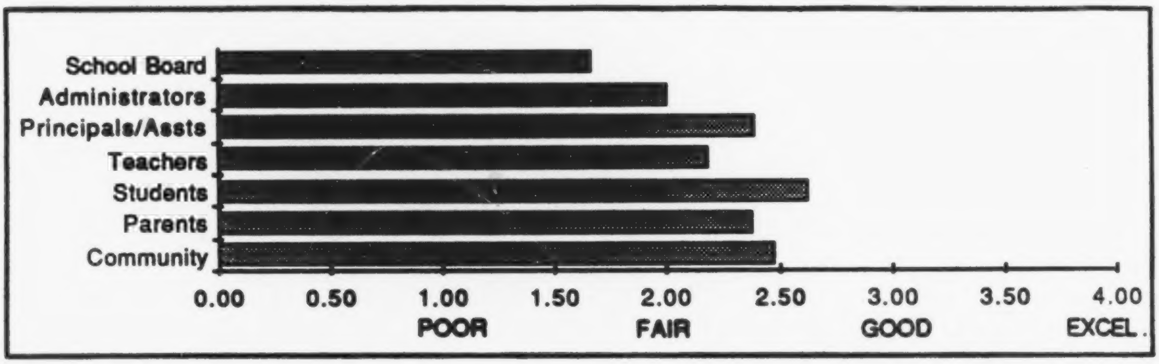
Goal Statement #4: To establish a positive image for the Division of Human Resource Management reflecting its responsiveness to employment needs.



Total responses - 205
No response - 16
No opinion - 32
Multiple response - 0

The three areas of greatest need as identified by respondents are: Management 14.9%, Personnel 13.9%, Organizational Structure 10.8%.

Goal Statement #5: To stimulate a spirit of support and assistance among and between the staff of the Division of Human Resource Management and the school system community.



Total responses - 201
No response - 23
No opinion - 29
Multiple response - 0

The three areas of greatest need as identified by respondents are: Management 20.0%, Organizational Structure 18.4%, Personnel 16.2%.

PERSONNEL PROCEDURES AND PRACTICES COMMENTS

Respondents were vigorous in recommending improvements in human relations and interpersonal skills. Several comments indicated that the hiring process should be simplified, flexible, faster and school-based. Recommendations for the improvement of personnel practices included redefining responsibility areas of DHRM for prompt response to inquiries, maintaining an up-to-date computerized data file, revising hiring practices and intensive training of DHRM personnel in human relations skills.

Interpersonal/Human Relations Skills Development

- DHRM staff need to have intensive on-going training in human/interpersonal relations skills: one of the big problems is the unprofessional manner and attitude exhibited by employees with whom teachers must communicate; requests made of this Division are received negatively by too many staff members; phone rapport needs strengthening; train personnel to be responsive to the 'client' in the field; compassion and humanity are needed; this division has never been able to understand that they are dealing with people not positions; DHRM staff need to become responsive, helpful. (12)

Hiring Process

- The hiring of teaching personnel has to be more flexible, based on the merits of each individual case rather than rigid criteria that exclude highly qualified people.
- DHRM needs to reassess the TSA-15 evaluative process.
- The principal of a school should be more involved in the hiring of personnel for his/her school.
- Procedures for hiring are too lengthy, often causing highly qualified applicants to accept other employment.
- Hiring guidelines should be structured to eliminate the hiring of persons solely on who they know in the system. (3)
- There needs to be a better procedure for securing substitute teachers.

Policy Considerations

- Less frequent reorganization in DHRM would facilitate smooth operation of the division.
- DHRM should be decentralized and placed under the regions.

Miscellaneous

- Responsibility areas of DHRM staff should be re-defined or more clearly defined so that questions/inquiries can be addressed promptly.
- Provide opportunities for DHRM staff to interact with school staff and students on a regular and quality basis.
- Computerized data on DCPS personnel should be kept more up-to-date.
- Personnel in DHRM should be trained in personnel procedures and practices.

NEEDS ASSESSMENT

SCAN BOTH SIDES WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FEED THIS DIRECTION

Group Identification:

(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A-Parent 1B-Community Representative 1C-School Board Member

2A-Student, Grade K-6 2B-Student, Grade 7-12 2C-Student, Adult

3A-Teacher, Elementary 3B-Teacher, Secondary

4A-Principal/Assistant - Elementary 4B-Principal/Assistant - Secondary

5A-Other (specify) ____________________

==

Goal #1: *To establish a student accounting system at every secondary school to provide accurate attendance, drop-out and enrollment data.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A-Poor 6B-Fair 6C-Good 6D-Excellent 6E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A-Budget
7B-Curriculum
7C-Equipment/Materials
7D-Evaluation
7E-Facilities

8A-Management
8B-Organizational Structure
8C-Personnel
8D-Planning
8E-Policy Considerations

9A-Research
9B-Staff Development
9C-Student Entry Level
9D-Technology
9E-Time Allocated

10A-Other (specify) ____________________

==

Goal #2: *To submit requisitions, reports, and needed data in a timely manner as a result of the establishment of an appropriate mechanism for notification, report forms, and accountability.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A-Poor 11B-Fair 11C-Good 11D-Excellent 11E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A-Budget
12B-Curriculum
12C-Equipment/Materials
12D-Evaluation
12E-Facilities

13A-Management
13B-Organizational Structure
13C-Personnel
13D-Planning
13E-Policy Considerations

14A-Research
14B-Staff Development
14C-Student Entry Level
14D-Technology
14E-Time Allocated

15A-Other (specify) ____________________

==

Goal #3: *To prepare by June 30 of each year, student and staff schedules for the next academic year, while maintaining the flexibility to adjust individual schedules to accommodate such events as students' transferring or passing SSPP promotion requirements during summer school.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A-Poor 16B-Fair 16C-Good 16D-Excellent 16E-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A-Budget
17B-Curriculum
17C-Equipment/Materials
17D-Evaluation
17E-Facilities

18A-Management
18B-Organizational Structure
18C-Personnel
18D-Planning
18E-Policy Considerations

19A-Research
19B-Staff Development
19C-Student Entry Level
19D-Technology
19E-Time Allocated

20A-Other (specify) ____________________

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Y N
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SURVEY NUMBER

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SECONDARY SCHOOL IMPROVEMENT

SURVEY NAME ***(Management)***

SURVEY B
No. 19637
5-207

257

NATIONAL COMPUTER SYSTEMS

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Y N
22 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
23 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

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Y N
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Y N
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Y N
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Y N
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Y N
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Y N
32 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

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Y N
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Y N
37 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
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Y N
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Y N
40 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Goal #4: *To improve management processes in secondary schools as determined by measures or instruments of school climate, effective schools criteria, staff and student satisfaction and productivity, and organization and support of curriculum and instruction.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A-Poor **21B**-Fair **21C**-Good **21D**-Excellent **21E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

- **22A**-Budget
- **22B**-Curriculum
- **22C**-Equipment/Materials
- **22D**-Evaluation
- **22E**-Facilities
- **23A**-Management
- **23B**-Organizational Structure
- **23C**-Personnel
- **23D**-Planning
- **23E**-Policy Considerations
- **24A**-Research
- **24B**-Staff Development
- **24C**-Student Entry Level
- **24D**-Technology
- **24E**-Time Allocated
- **25A**-Other (specify)______________________________

==

Goal #5: *To increase the presentation of awards and other forms of recognition to local schools, staff and students for participation in additional organizations, activities, contests, performances, scholarships, fellowships, and travel opportunities.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A-Poor **26B**-Fair **26C**-Good **26D**-Excellent **26E**-No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

- **27A**-Budget
- **27B**-Curriculum
- **27C**-Equipment/Materials
- **27D**-Evaluation
- **27E**-Facilities
- **28A**-Management
- **28B**-Organizational Structure
- **28C**-Personnel
- **28D**-Planning
- **28E**-Policy Considerations
- **29A**-Research
- **29B**-Staff Development
- **29C**-Student Entry Level
- **29D**-Technology
- **29E**-Time Allocated
- **30A**-Other (specify)______________________________

==

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

SECONDARY SCHOOL IMPROVEMENT
(Management)

SECONDARY SCHOOL IMPROVEMENT

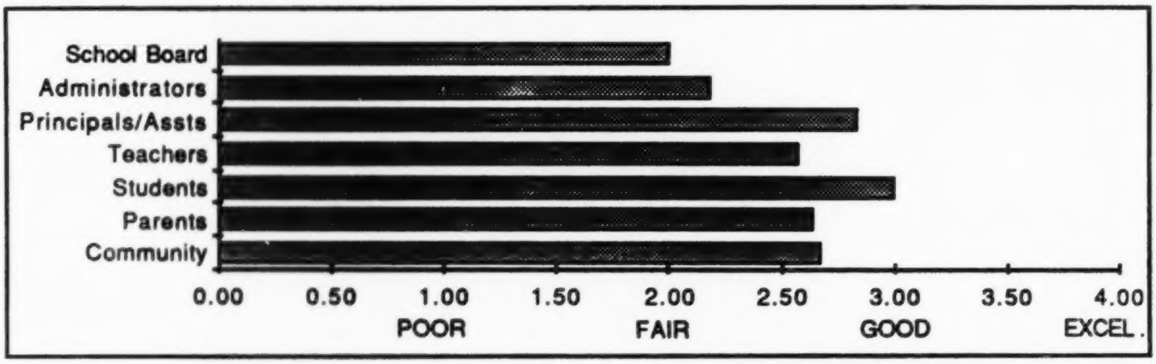
(Management)

Definition: Secondary school improvement in the area of management encompasses all the functions which ensure a school operation which is efficient yet sensitive to individual needs. These functions include school management; up-to-date accounting and monitoring of enrollment, attendance, performance and other data; appropriate scheduling of students and teachers; articulating clear academic goals; establishing a mechanism for identifying problems, and creatively solving them; and, providing appropriate leadership and management to encourage and support the best efforts from staff and students.

Survey Respondents

School Board Members - 3
Administrators - 45
Principals/Assistants - 41
Teachers - 48
Students - 28
Parents - 40
Community Representatives - 40
Unidentified - 3
Total Respondents - 248

Goal Statement #1: To establish a student accounting system at every secondary school to provide accurate attendance, drop-out and enrollment data.

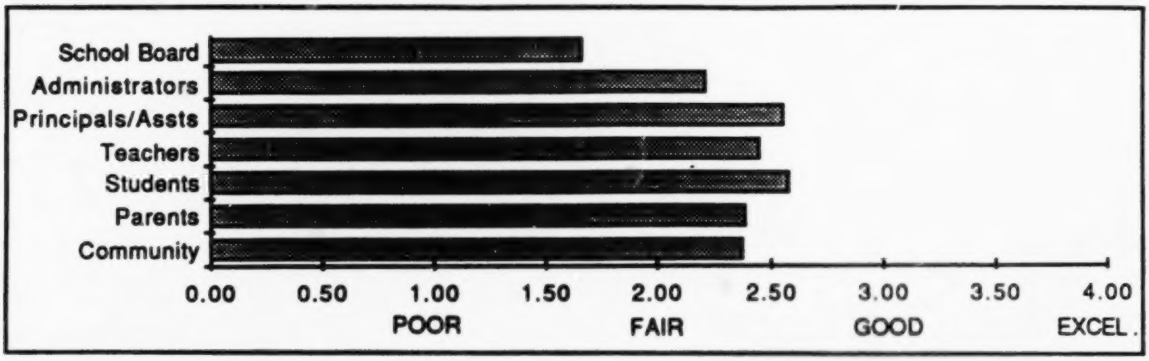


Total responses - 205
No response - 14
No opinion - 29
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 19.4%, Personnel 17.9%, Management 15.3%.

Secondary School Improvement (Continued)
(Management)

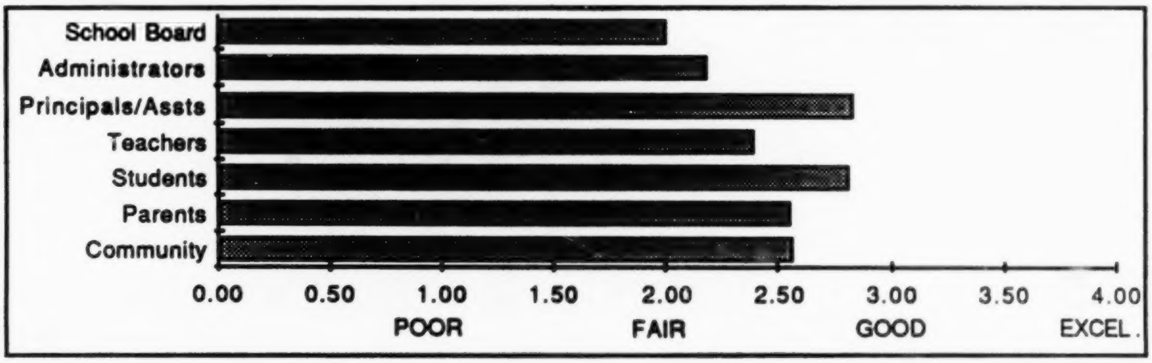
Goal Statement #2: To submit requisitions, reports, and needed data in a timely manner as a result of the establishment of an appropriate mechanism for notification, report forms, and accountability.



Total responses - 200 No opinion - 31
No response - 17 Multiple response - 0

The three areas of greatest need as identified by respondents are: Management 21.3%, Personnel 15.8%, Time Allocated 10.4%.

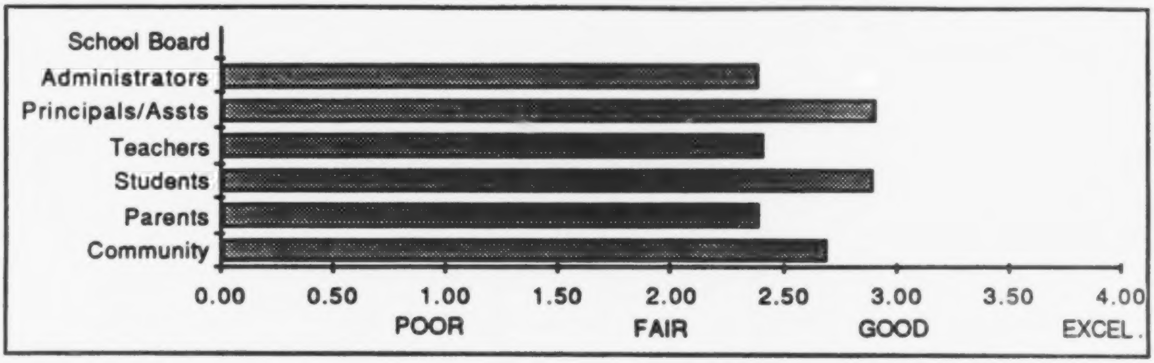
Goal Statement #3: To prepare by June 30 of each year, student and staff schedules for the next academic year, while maintaining the flexibility to adjust individual schedules to accommodate such events as students transferring or passing SSPP promotion requirements during summer school.



Total responses - 195 No opinion - 42
No response - 11 Multiple response - 0

The three areas of greatest need as identified by respondents are: Management 21.8%, Planning 16.6%, Personnel 13.0%.

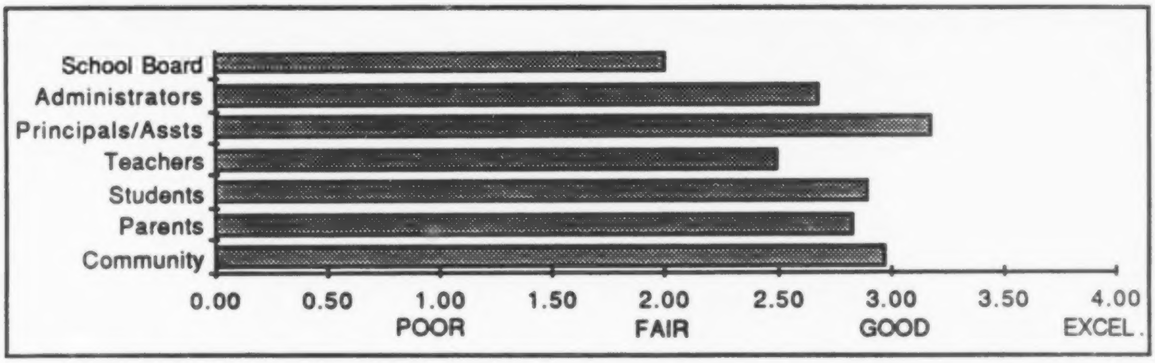
Goal Statement #4: To improve management processes in secondary schools as determined by measures or instruments of school climate, effective schools criteria, staff and student satisfaction and productivity, and organization and support of curriculum and instruction.



Total responses - 189
No opinion - 48
No response - 11
Multiple response - 0

The four areas of greatest need as identified by respondents are: Management 17.6%, Organizational Structure 14.8%, Planning 11.4%, Staff Development 11.4%.

Goal Statement #5: To increase the presentation of awards and other forms of recognition to local schools, staff and students for participation in additional organizations, activities, contests, performances, scholarships, fellowships, and travel opportunities.



Total responses - 206
No opinion - 23
No response - 19
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 35.2%, Planning 16.6%, Personnel 6.2%.

SECONDARY SCHOOL IMPROVEMENT (MANAGEMENT) COMMENTS

The Secondary School Improvement Plan should be continued and completed, but planners should be sensitive to minimize the additional paperwork, according to respondents. Low expectations and too much emphasis on test performance hinder instruction as do the daily problems that could be handled by new security teams for each school. Open enrollment policy should be examined with a view toward adopting zone enrollment. Good management, good training and appropriate accountability are emphasized.

Budget

- More funding is needed for programs.
- Budget for awards needs to be increased.
- Funds to augment staff should be considered as it will be necessary to evaluate what pilots have been tested during the past year.

Professional Development

- Give more authority and responsibility for professional development to the instructional subject area departments and provide appropriate time for teachers to take advantage of such.
- Continuous staff development with key personnel is needed.
- More management training for local school administrators is needed; self identification of local school adminstrators as managers of the entire faculty and its operation should be considered.
- Staff development should be provided to new teachers on new concepts, methods, and existing procedures.

Recognition of Achievements

- Administrators should initiate programs to recognize achievements made by students and faculty members.
- Awards and recognition must not become an end in themselves; learning and the process of producing and achieving are to be paramount.

Involvement of Principals

- Principals need to be asked what they need to improve the schools instead of meaningless demands and initiatives.

Evaluation/Monitoring

- Continue the evaluation of secondary schools to improve school performance.
- Local committee members do not have the extra time needed to properly monitor the plan.
- Schools are still not evaluated on the same basis throughout the system.

Policy Considerations

- It may be advantageous to the system to completely eliminate open enrollment and all of its variables; operate and enrollment system that is strictly zone oriented and strictly enforced.
- Policy decisions and management need to be rethought.

Personnel Needs

- Appropriate personnel is needed.
- More full time teachers are needed so there will be less dependence on substitutes.

Improving School Operations

- The principal and assistant principal should only deal with certain areas of school operations (i.e., instruction, management, and security).
- School attendance officers need to be more aware of students who are absent, cut classes, drop out or who are incarcerated.

Miscellaneous

- Summer school is abused; truants use it to manipulate the system.
- A central staff with accountability for secondary school improvement should be maintained.
- More planning time is needed.
- There are lots of talented children that are in need of sponsors for extra-curricular activities.

- Guidelines, "bright ideas," and job justifications are too often passed on to the local principals; the system should support the local school so that time and energy at the local school is spent on improving student achievement; our priority should be obvious "instructional leadership" rather than responding to requests.

Management Concerns

- There is no substitute for good management.

- Potential managers must be advised that all decisions must be based on the elements of policy, extenuating circumstances and fairness and that justice must be tempered by mercy.

Secondary School Improvement Plan

- The Secondary School Improvement Plan should be continued as currently activated.

- The goals of SSIP are very good, however, many teachers view the plan as an additional burden because of the extra paper work that they have to do.

- A plan should be developed to complete this area.

Strategies For Improving Instruction

- Secondary schools must develop challenging activities to provide choices and opportunities for all students to succeed in some areas.

- The career programs are great! Continue to improve offerings of work study experiences, advanced study and independent study.

- Courses that prepare for survival in a technological society should be promoted.

- Students are often discouraged from participating in class because of low expectations. Encourage students more to get more.

- Overemphasis on test performance erodes quality class time.

School Security

- Security guards are needed at each school.

- Provide security teams in secondary schools in an effort to better address those daily problems which may disrupt instruction.

Printed in U.S.A. SIDE 1

SCAN BOTH SIDES
WITH ONE PASS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

NEEDS ASSESSMENT

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ______________________________

===

***Goal #1:** To establish standards of excellence in the delivery of management support services through employee training in individual accountability and skills development.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget	8A=Management	9A=Research
7B=Curriculum	8B=Organizational Structure	9B=Staff Development
7C=Equipment/Materials	8C=Personnel	9C=Student Entry Level
7D=Evaluation	8D=Planning	9D=Technology
7E=Facilities	8E=Policy Considerations	9E=Time Allocated

10A=Other (specify)______________________________

===

***Goal #2:** To improve productivity in management support services by expanding the application of high technology and automation.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget	13A=Management	14A=Research
12B=Curriculum	13B=Organizational Structure	14B=Staff Development
12C=Equipment/Materials	13C=Personnel	14C=Student Entry Level
12D=Evaluation	13D=Planning	14D=Technology
12E=Facilities	13E=Policy Considerations	14E=Time Allocated

15A=Other (specify)______________________________

===

***Goal #3:** To encourage innovation and assurance of quality output in management support services by establishing an operations review and technical support unit within the Office of Management Services.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget	18A=Management	19A=Research
17B=Curriculum	18B=Organizational Structure	19B=Staff Development
17C=Equipment/Materials	18C=Personnel	19C=Student Entry Level
17D=Evaluation	18D=Planning	19D=Technology
17E=Facilities	18E=Policy Considerations	19E=Time Allocated

20A=Other (specify)______________________________

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SURVEY
NUMBER

FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NA **MANAGEMENT SYSTEMS**

SURVEY B 265
No. 19637
5-215

NATIONAL
COMPUTER
SYSTEMS
NCS

NCS Trans-Optic® MP50-19637-109 © 1985 by National Computer Systems, Inc.

Y N
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Y N
22 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

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Y N
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Y N
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Y N
39 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
40 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Goal #4: *To improve the frequency and clarity of management information provided by regional offices, local schools, and instructional offices.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

21A=Poor **21B**=Fair **21C**=Good **21D**=Excellent **21E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

22A=Budget
22B=Curriculum
22C=Equipment/Materials
22D=Evaluation
22E=Facilities
23A=Management
23B=Organizational Structure
23C=Personnel
23D=Planning
23E=Policy Considerations
24A=Research
24B=Staff Development
24C=Student Entry Level
24D=Technology
24E=Time Allocated
25A=Other (specify)____

==

Goal #5: *To establish cost savings programs throughout the Office of Management Services.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

26A=Poor **26B**=Fair **26C**=Good **26D**=Excellent **26E**=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

27A=Budget
27B=Curriculum
27C=Equipment/Materials
27D=Evaluation
27E=Facilities
28A=Management
28B=Organizational Structure
28C=Personnel
28D=Planning
28E=Policy Considerations
29A=Research
29B=Staff Development
29C=Student Entry Level
29D=Technology
29E=Time Allocated
30A=Other (specify)____

==

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

MANAGEMENT SYSTEMS

NATIONAL
COMPUTER
SYSTEMS

MANAGEMENT SYSTEMS

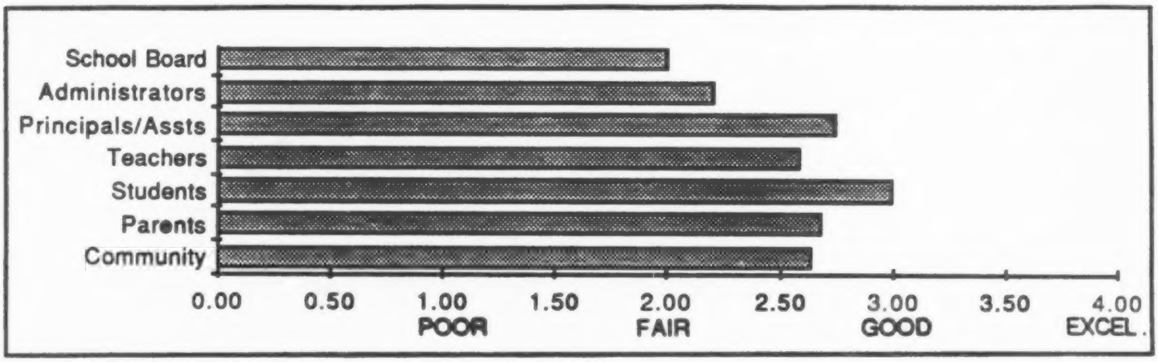
Definition: Management systems incorporate the design of all relevant inputs, activities and processes to achieve desirable results in the development of products and services. The systems approach to management requires a holistic operational design for the accomplishment of the predetermined outcomes while ensuring improved productivity and service excellence in educational support services.

Survey Respondents

School Board Members - 3
Administrators - 49
Principals/Assistants - 42
Teachers - 52

Students - 28
Parents - 44
Community Representatives - 41
Unidentified - 5
Total Respondents - 264

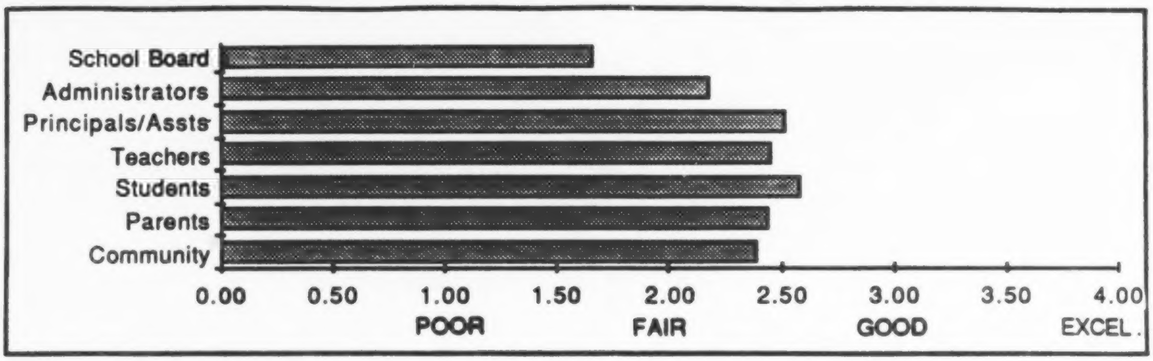
Goal Statement #1: To establish standards of excellence in the delivery of management support services through employee training in individual accountability and skills development.



Total responses - 213
No Response - 16
No opinion - 35
Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 18.7%, Personnel 18.2%, Management 16.3%.

Goal Statement #2: To improve productivity in management support services by expanding the application of high technology and automation.

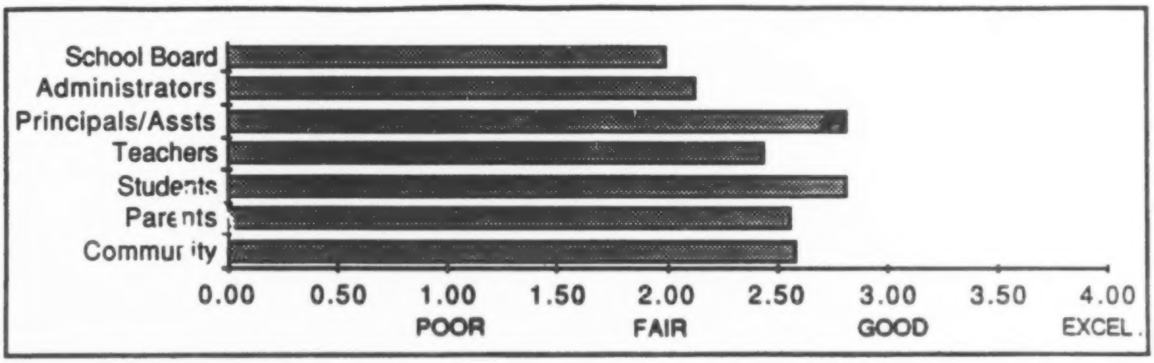


Total responses - 206
No Response - 19

No opinion - 39
Multiple response - 0

The three areas of greatest need as identified by respondents are: Management 23.5%, Personnel 15.2%, Time Allocated 10.8%.

Goal Statement #3: To encourage innovation and assurance of quality output in management support services by establishing an operations review and technical support unit within the Office of Management Services.

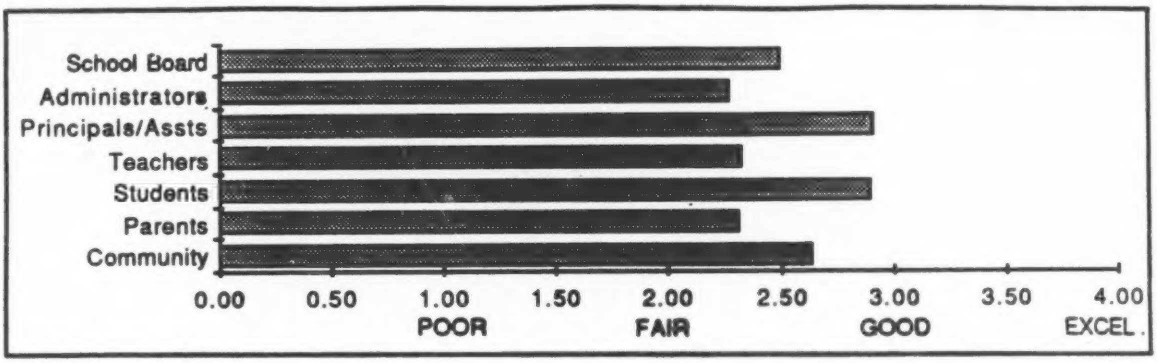


Total responses - 206
No Response - 14

No opinion - 44
Multiple response - 0

The three areas of greatest need as identified by respondents are: Management 20.5%, Planning 16.5%, Personnel 13.5%.

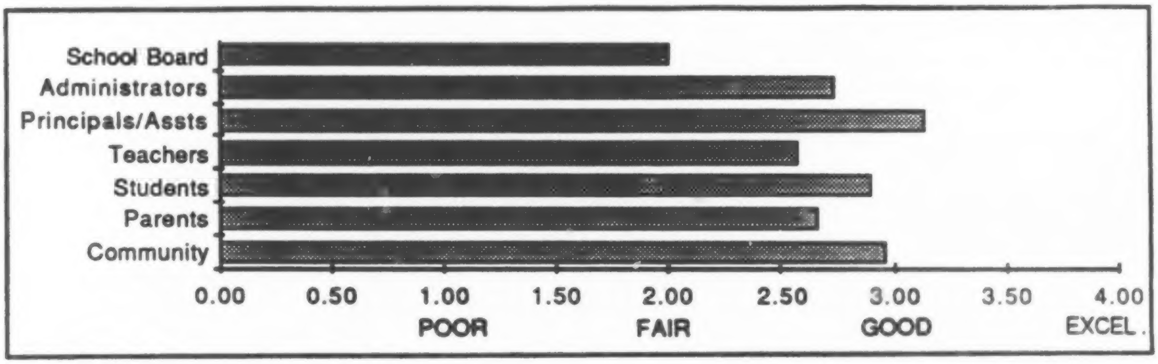
Goal Statement #4: To improve the frequency and clarity of management information provided by regional offices, local schools, and instructional offices.



Total responses - 200
No Response - 15
No opinion - 49
Multiple response - 0

The three areas of greatest need as identified by respondents are: Management 19.7%, Organizational Structure 13.5%, Planning 12.9%.

Goal Statement #5: To establish cost savings programs throughout the Office of Management Services.



Total responses - 220
No Response - 21
No opinion - 23
Multiple response - 0

The five areas of greatest need as identified by respondents are: Budget 32.7%, Planning 17.3%, Management 6.1%, Personnel 6.1%, Time Allocated 6.1%.

MANAGEMENT SYSTEMS COMMENTS

Comments from participants who responded to Management Systems goal statements underscored the importance of the Management Services' operation and its impact on the rest of the school system. Management Services was faulted for looking more at internal operations and less at the need to educate students and deliver services to that end. This included the need for greater awareness of the needs of other offices and divisions. General output overall of Office of Management Services' divisions was cited as lacking urgency and a sense of mission and needed expansion in all areas. Suggestions for improvement included the establishment of a sense of mission and service orientation, stability and clarity in policy directions and implementation, revised hiring practices, more opportunities within the system for improving management skills, more focused staff development especially at the production level, creation of a two-way, timely communication system, paperwork reduction, and a general streamlining of operations.

Organizational Performance, Focus and Mission

- Management Services should pay more attention to the needs of Divisions/Offices and less about the internal operations of itself. Service should be expanded in all service areas. (2)
- "The real need in all goal areas is a renewed interest in educating students and delivering services to that end."
- From the perspective of an outsider, a parent, ". . .the general management of the school system is not good. The individual schools seem to run in spite of the overall system."
- Policy implementation varies depending upon the individual responsible. Uniformity in implementation as well as in the interpretation of processes and procedures might go a long way toward overall improvement. "Set a management system and don't divert from it without cause." (2)
- Goal statement # 1 -- ". . . some divisions are pursuing staff development well but general output overall still lacks urgency and sense of mission."
- In relation to the achievement of goal statements # 2 - 5, ". . .it is too early to judge on the overall basis -- specific management systems here and there are working but overall still not at C or D levels."

Hiring, Promotions and Staff Development

- "The D.C. School System has so much favoritism that the selection of staff is often poor." "Poor administrators who have no management skills are not held accountable for their actions because of whom they know, and will continue to pull down this system. This needs to be addressed first!" "They should be hired by standards for the job." (3)

- Prior to establishing any system of automation, ". . . look at current staffs very carefully!"

- Current directors in Management Services don't know exactly what they want to do with the current technology. Training emphasis has been on the top and middle managers; little or no training has been available for the technicians who work with data and computer systems on a daily basis. "Train the right people for the right level of work! "

- Managers need training " . . . on how to make effective decisions and how to give effective support to their top-level managers!"

- Classes should be offered in schools to attract people into management.

- The Division of Staff Development should institute follow-up evaluation as a means of assessing the effectiveness of their programs.

- The personnel process ". . . is impossibly inflexible and slow, and no one is interested in helping the individual schools do their job in a simpler and more efficient way."

Communications, Information and Paper Flow

- Communication systems from Procurement and Finance to schools is nil. All information flows from school to the central administration but never the other way.

- "Information is not transmitted throughout the system in a timely fashion. The OMS must establish a delivery system that assures that all offices, programs, etc., receive information in a timely fashion."

- Greater coördination of information among different offices is needed. Currently communication is "incredibly poor." Forms keep changing; reports are demanded that make little sense; and, insufficient time is provided to relay information." "I came to the system from another government agency [which] I thought was behind the times, but now know how desperate coordination can really be." (3)

- Administrators should get into the schools more often to best assess the type of support services and training needed by local administrators and teaching staff.

Transportation

- "Interface ECOTRAN with SUMS."

- "Replace aged buses with phased-purchase plan for new equipment."

- "Transportation has shown a marked improvement in the past year."

Miscellaneous

- "Research, research, and more research before you spend. We have too many 'lemon' programs in our schools."
- Once a program is established constantly follow-up to identify new needs and make adjustments as needed.
- "Equip all clerical and management staff with computers."
- Reduce procurement/contracting time.

Printed in U.S.A.

SIDE 1

SCAN BOTH SIDES
WITH ONE PASS

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SURVEY
NUMBER

Group Identification:
(Select the one category that best describes your relationship to the school system and darken the appropriate bubble on the left)

1A=Parent 1B=Community Representative 1C=School Board Member

2A=Student, Grade K-6 2B=Student, Grade 7-12 2C=Student, Adult

3A=Teacher, Elementary 3B=Teacher, Secondary

4A=Principal/Assistant - Elementary 4B=Principal/Assistant - Secondary

5A=Other (specify) ____________________

***Goal #1:** To implement a school-based computerized information management system which substantually reduces the requirement for paper transactions and manual reporting.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

6A=Poor 6B=Fair 6C=Good 6D=Excellent 6E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

7A=Budget
7B=Curriculum
7C=Equipment/Materials
7D=Evaluation
7E=Facilities

8A=Management
8B=Organizational Structure
8C=Personnel
8D=Planning
8E=Policy Considerations

9A=Research
9B=Staff Development
9C=Student Entry Level
9D=Technology
9E=Time Allocated

10A=Other (specify) ____________________

***Goal #2:** To implement school-based computer applications which are specifically designed to support routine operations.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

11A=Poor 11B=Fair 11C=Good 11D=Excellent 11E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

12A=Budget
12B=Curriculum
12C=Equipment/Materials
12D=Evaluation
12E=Facilities

13A=Management
13B=Organizational Structure
13C=Personnel
13D=Planning
13E=Policy Considerations

14A=Research
14B=Staff Development
14C=Student Entry Level
14D=Technology
14E=Time Allocated

15A=Other (specify) ____________________

***Goal #3:** To establish a mechanism that provides technical assistance and support for users of the computerized system.*

Current Status: (Read the goal statement above, select the current status from among the five items listed below and darken the appropriate bubble on the left)

16A=Poor 16B=Fair 16C=Good 16D=Excellent 16E=No Opinion

Area of Greatest Need: (Select one area of need from among the sixteen items listed below and darken the appropriate bubble on the left)

17A=Budget
17B=Curriculum
17C=Equipment/Materials
17D=Evaluation
17E=Facilities

18A=Management
18B=Organizational Structure
18C=Personnel
18D=Planning
18E=Policy Considerations

19A=Research
19B=Staff Development
19C=Student Entry Level
19D=Technology
19E=Time Allocated

20A=Other (specify) ____________________

FEED THIS DIRECTION

INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

LOCAL SCHOOL
COMPUTERIZED MANAGEMENT

SURVEY B 273
No. 19637
5-223

NATIONAL
COMPUTER
SYSTEMS

NCS Trans-Optic® MP50-19637-109

© 1985 by National Computer Systems, Inc.

Y N
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Y N
22 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Y N
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40 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Suggestions: Kindly offer any specific suggestions you might have for the improvement of the Priority (Goal) Area:

LOCAL SCHOOL COMPUTERIZED MANAGEMENT

NATIONAL
COMPUTER
SYSTEMS

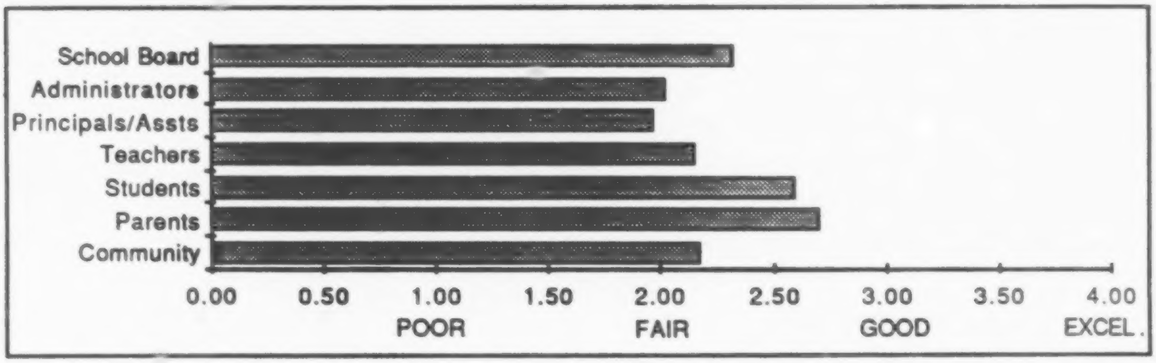
LOCAL SCHOOL COMPUTERIZED MANAGEMENT

Definition: Local school computerized management is an administrative system for utilizing micro-computers in the local schools. The computerized management system simplifies and maintains accurate records for on-site management of student registration, scheduling, report cards and attendance. Integration of a communications network allows for the efficient and accurate transmission of information between local schools and the centralized computer.

Survey Respondents

School Board Members - 3	Students - 20
Administrators - 45	Parents - 38
Principals/Assistants - 42	Community Representatives - 36
Teachers - 64	Unidentified - 4
	Total Respondents - 252

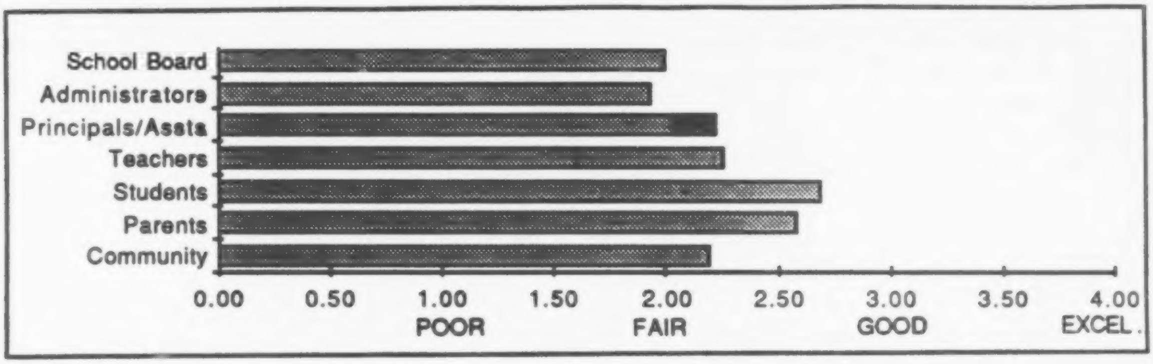
Goal Statement #1: To implement a school-based computerized information management system which substantially reduces the requirement for paper transactions and manual reporting.



Total Responses - 223	No opinion - 16
No response - 13	Multiple response - 0

The three areas of greatest need as identified by respondents are: Budget 23.5%, Equipment/Materials 14.7%, Management 14.7%.

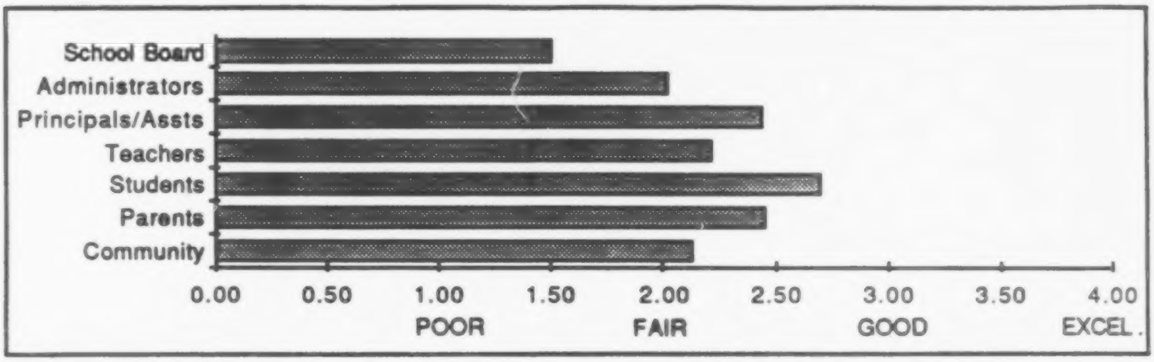
Goal Statement #2: To implement school-based computer applications which are specifically designed to support routine operations.



Total Responses - 223 No opinion - 14
No response - 15 Multiple response - 0

The three areas of greatest need as identified by respondents are: Equipment/Materials 17.0%, Budget 13.1%, Management 11.7%.

Goal Statement #3: To establish a mechanism that provides technical assistance and support for users of the computerized system.



Total Responses - 217 No opinion - 18
No response - 17 Multiple response - 0

The three areas of greatest need as identified by respondents are: Personnel 18.7%, Budget 18.2%, Staff Development 12.4%.

LOCAL SCHOOL COMPUTERIZED MANAGEMENT COMMENTS

Respondents to the Local School Computerized Managment goal statements overwhelmingly emphasized the need for more intensive training and staff development in the efficient and effective use of computers. Others called for more computers for staff and students, improvement in data base design, and a systematic long range plan that envisions the computerization of all major functions. Still others felt that computer based programs help individual students learn more; that parents should be included in the development of policy concerning the privacy of student records and that they be given the opportunity to review their own child's records, and that parent teacher and home school associations should organize in an effort to identify funds to support local school computerization.

Policy Issue

- The policy in place affecting the privacy of student records should be reviewed because of the computerization of so much data. Parents ought to be partners in determining this policy and should be provided the opportunity to review their child's records and make corrections as appropriate.

Recruitment, Training and Staff Development

- All school personnel, especially secretarial staff, educational aides, teachers, and counselors, should be given instruction and time to use computers within schools. (12)
- Personnel in DIRM and Quality Assurance should be trained to increase the efficient operation of the Student Unified Management System (SUMS).
- There is a need for a position of Computer Specialist, a position separate and apart from the administrative aide.

Improved Planning, Data Base Design, and Organizational Management

- Make more creative and extensive use of information already available in the computer to avoid duplication and unwanted paperwork and reporting; create a "relational data base"; upgrade the data base; and, develop a systematic long-range plan to automate all major school operations. (5)
- Better management, including scheduling of computer access time and the location of computers for use by students and others, and organizational structure is needed at the local school level. (3)
- More attention should be paid to the timely installation of computer equipment for maximum benefits. (2)

Miscellaneous

- Counseling should be available for personnel at the local school level who are resistant to introduction of educational technology.
- Parent Teacher Assocations and Home and School Associations must organize in an effort to identify funds needs to support local school computerized management.
- Computers are not cost and time effective in all situtations; doing things by hand may be more efficient in some cases, especially in smaller schools.
- There should be more computers in local schools; one office computer to be used by everyone is not enough. (2)
- More computer based programs in the school system will help individual students learn; there should be computer courses for all students willing to take them. (2)

BOARD OF EDUCATION PRIORITY (GOAL) AREAS RESPONSIBILITY CHART

PRIORITY (GOAL) AREAS	INSTRUCTION/CURRICULUM	1. Writing	2. Science	3. Mathematics	4. Early Childhood	5. Special Education	6. Special Needs/Alternative Programs	7. Secondary School Improvement	8. Marketable Skills	9. Sex Education	10. Gifted/Talented	11. Advanced Placement	12. Educational Technology	13. Music	14. Art	15. Speech/Drama	16. Health	17. Physical Education	18. Adult Education
OFFICES																			
OFFICE OF THE SUPERINTENDENT		DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS
OFFICE OF THE DEPUTY SUPERINTENDENT		I	I	I	I	I	D/I	D/I	I	I	I	I	I	I	I	I	I	I	I
OFFICE OF INSTRUCTION		D	D	D	D	N	D/I	I	I	D	D	D	D	D	D	D	D	D	N
OFFICE OF MANAGEMENT SERVICES		N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

PRIORITY (GOAL) AREAS	PERSONAL AND SOCIAL ISSUES	1. Self Image and Citizenship Education	2. Personal and Social Issues
OFFICES			
OFFICE OF THE SUPERINTENDENT		DIS	DIS
OFFICE OF THE DEPUTY SUPERINTENDENT		S/I	S/I
OFFICE OF INSTRUCTION		I/S	I/S
OFFICE OF MANAGEMENT SERVICES		N	N

PRIORITY (GOAL) AREAS	EDUCATIONAL SERVICES AND CO-CURRICULAR ACTIVITIES	1. Guidance/Counseling	2. Professional Development	3. Student Attendance	4. Athletics
OFFICES					
OFFICE OF THE SUPERINTENDENT		DIS	DIS	DIS	DIS
OFFICE OF THE DEPUTY SUPERINTENDENT		D/I	D/S/I	D/I	I
OFFICE OF INSTRUCTION		S	D	I	D
OFFICE OF MANAGEMENT SERVICES		N	N	N	N

PRIORITY (GOAL) AREAS	MANAGEMENT	1. Local School Leadership	2. Personnel Procedures and Practices	3. Secondary School Improvement	4. Management Systems	5. Local School Computerized Management
OFFICES						
OFFICE OF THE SUPERINTENDENT		DIS	DIS	DIS	DIS	DIS
OFFICE OF THE DEPUTY SUPERINTENDENT		D/I	I	D/I	S/I	I
OFFICE OF INSTRUCTION		I	I	I	I	I
OFFICE OF MANAGEMENT SERVICES		N	I	N	I	N

LEGEND

D = Design
S = Support
I = Implementation
N = None

BOARD OF EDUCATION
RANKED PRIORITY (GOAL) AREAS
SY 1988-92

LEGEND FOR PRIORITY (GOAL) AREAS

Instruction/Curriculum - I/C

1. Writing - W
2. Science - Sc
3. Mathematics - M
4. Early Childhood - EC
5. Special Education - SE
6. Special Needs/Alternative Programs - SN/AP
7. Secondary School Improvement - SSI/IC
8. Marketable Skills - MktS
9. Sex Education - SxE
10. Gifted/Talented - G/T
11. Advanced Placement - AP
12. Educational Technology - ET
13. Music - Mu
14. Art - Art
15. Speech/Drama - S/D
16. Health - H
17. Physical Education - PE
18. Adult Education - AE

Personal and Social Issues - P&SI

1. Self Image and Citizenship Education - SICE
2. Personal and Social Issues - PSI

Educational Services and Co-Curricular Activities - ES&CA

1. Guidance/Counseling - G/C
2. Professional Development - PD
3. Student Attendance - SA
4. Athletics - Ath

Management - M

1. Local School Leadership - LSL
2. Personnel Procedures and Practices - PP
3. Secondary School Improvegt - SSI
4. Management Services - MgtS
5. Local School Computerized Management - LSCM

OFFICE MISSION AND FUNCTIONS

OFFICE OF THE SUPERINTENDENT

MISSION: To provide leadership and direction to instructional and management operations of schools and offices and thus achieve the mission of the school system.

FUNCTIONS:

A. Direct all activities of the school system; provide leadership for improvement in classroom instruction and school system management; present a positive public image; garner public and corporate support; and, increase student achievement and success upon graduation.

B. Provide an efficient and effective program which ensures that due process hearings for students are conducted in such a manner that students' rights are protected and their appropriate educational programs are maintained, allowing them to become knowledgeable and productive citizens.

C. Serve, through the Ombudsman, as an independent objective source for receiving, investigating and follow-up of complaints from parents, students, advocates, social welfare and educational agencies; and, ensure that local state and federal laws and rules are followed in the delivery of educational services to students.

D. Promote citizen involvement in the schools and programs of the system through the management of a coordinated school volunteer program.

E. Provide leadership for the development and implementation of programs designed to attract, retain and motivate a high calibre teacher teaching staff.

F. Support the instructional program through the development and demonstration of programs and projects that satisfy the legislative and programmatic intent of Chapter 2; and, by collecting, reviewing, recording and submitting data for funds under Impact Aid.

G. Develop and implement the internal communications and external public relations systems, including publications, media relations, crisis management and strategic planning.

H. Provide legal counsel and advisory services to the Board; Superintendent; Corporation Counsel; and, central, regional and local school officers and staff.

I. Administer an effective labor relations program and conduct negotiations with recognized labor unions.

OFFICE OF THE SUPERINTENDENT

J. Manage the Board approved student assessment program which includes the citywide administration, analysis and reporting of all groups tests.

K. Evaluate the efficiency and effectiveness of on-going programs as well as pilot and demonstration projects.

L. Evaluate the efficiency and effectiveness of management operations and provide alternative solutions to defined issues.

M. Provide auditing services to the total school system and a critical examination of programs and activities for the purpose of determining proper management and safeguarding the school system's assets.

N. Organize and manage the methods of providing information related to internal operations to support planning, control and decision making in the school system.

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: A**

FUNCTION STATEMENT: Direct all activities of the school system; provide leadership for improvement in classroom instruction and school system management; present a positive public image; garner public and corporate support; and, increase student achievement and success upon graduation.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
30	PS $ 944,489 OTPS $ 345,147 Total $1,289,636	31	PS $1,026,571 OTPS $ 355,501 Total $1,382,072	31	PS $1,067,634 OTPS $ 366,166 Total $1,433,800	32	PS $1,170,216 OTPS $ 377,151 Total $1,547,367	32	PS $1,228,727 OTPS $ 388,466 Total $1,617,193

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
A.01	Direct activities to improve student achievement through the development of an improved instructional delivery system.	I/C: All	6/88, 6/89, 6/90, 6/91, 6/92	Student achievement scores on all citywide assessments increased
A.02	Direct the acquiring and effective utilization of resources.	M: MgtS	12/87, 12/88, 12/89, 12/90, 12/91	Budget plans approved by the Board of Education
			12/87, 12/88, 12/89, 12/90, 12/91	Monitoring and auditing performed

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: A

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
		11/87, 11/88, 11/89, 11/90, 11/91	Resources from private sector acquired
A.03 Direct the systematic evaluation of management and instructional services in the priority (goal) areas.	I/C: All	3/88, 3/89, 3/90, 3/91, 3/92	Evaluations relevant to policy issues and the priority (goal) areas conducted and reported to this office in a timely manner
A.04 Direct the implementation of the necessary activities to increase effectiveness and productivity of selected programs and operations.	I/C: All	7/88, 7/89, 7/90, 7/91, 7/92	Needed improvements as identified by evaluations, research, management studies and other investigations to improve the school system directed for implementation
A.05 Direct the development and implementation of a comprehensive professional development program.	ES&CA: PD	4/88, 4/89, 4/90, 4/91, 4/92	Systematic and systemwide professional development activities conducted as documented by reports from major offices
A.06 Direct the implementation of modifications, realignments and/or reorganization of central administration, as appropriate.	M: MgtS	7/88, 7/89, 7/90, 7/91, 7/92	Modifications, realignments, and/or reorganization of central administration implemented, as appropriate
A.07 Provide leadership in securing support for Public/Private Partnerships in expansion of employment opportunities and career options.	I/C: MktS	1/88, 1/89, 1/90, 1/91, 1/92	Current Public/Private Partnership programs maintained at current levels, and additional programs developed and implemented

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: A

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
A.08 Support and advocate the policies of the Board of Education.	I/C: All	8/88, 8/89, 8/90, 8/91, 8/92	Activities initiated to broaden understanding of the policies of the Board of Education
A.09 Direct the implementation of activities to increase community participation in the educational process.	M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	Community participation increased as indicated by the number of participants in the volunteer program, PPP and local school activities
A.10 Develop annual budget plans for planning period SY 1988-92 and provide leadership in the implementation of programs.	M: MgtS	9/87, 9/88, 9/89, 9/90, 9/91	Annual budget plans submitted

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: B**

FUNCTION STATEMENT: Provide an efficient and effective program which ensures that due process hearings for students are conducted in such a manner that students' rights are protected and their appropriate educational programs are maintained, allowing them to become knowledgeable and productive citizens.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
5	PS $ 213,271 OTPS $ -0- Total $ 213,271	6	PS $ 240,187 OTPS $ 10,000 Total $ 250,187	6	PS $ 247,586 OTPS $ 10,300 Total $ 257,886	6	PS $ 255,127 OTPS $ 10,609 Total $ 265,736	6	PS $ 265,355 OTPS $ 10,927 Total $ 276,282

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.01	Process to completion each student hearing request within the administrative and legal parameters.	IC: EC, SE, SN/AP, SSI/IC PS&I: SICE ES&CA: SA M:M: SSI/M	6/88, 6/89, 6/90, 6/91, 6/92	Each student hearing held, cancelled, waived, abandoned or rescinded
B.02	Hire, train and maintain a cadre of hearing officers capable of conducting fair and competent hearings.	ES&CA: PD	6/88, 6/89, 6/90, 6/91, 6/92	Cadre of hearing officers maintained at a sufficient level that all determinations are conducted in accordance with regulations

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: B

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.03 Develop and maintain an ongoing program of staff development for hearing officers and DHS/DCPS staff, including directives, memoranda, training sessions and other necessary forms of communication.	EC&CA: PD M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	Program for staff development and training planned and conducted each year with manuals, directives, and memoranda maintained at the level necessary to support the training program
B.04 Prepare appropriate reports for the Superintendent on the activities of the office, including budgetary requirements, statistical data, and needs assessments.	P&SI: PSI ES&CA: PD, SA, M: MgtS	2/88, 2/89, 2/90, 2/91, 2/92	Semi and annual reports, budget requests, and performance evaluations prepared for the Superintendent
B.05 Distribute to appropriate parties the final determinations for hearing officers.	I/C: EC, SE, SN/AP, SSI/IC P&SI: SICE ES&CA: SA M: LSL, SSI/M	6/88, 6/89, 6/90, 6/91, 6/92	All determinations mailed to appropriate parties

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: B

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.06 Appropriately handle post-hearing requests for clarification, modification and reconsideration of determinations.	I/C: EC, SE, SN/AP, SSI/IC P&SI: SICE ES&CA: SA M: LSL, SSI/M	6/88, 6/89, 6/90, 6/91, 6/92	Responses written to each post-hearing request
B.07 Implement and maintain appropriate community relations and dissemination of information on DCPS' due process procedures and students' rights.	P&SI: SICE, PSI	12/87, 12/88, 12/89, 12/90, 12/91	Printed matter distributed on hearing rights to requesting parties, and public speaking engagements given
B.08 Respond to due process procedural questions from staff, public, community agencies and student/parent representatives.	P&SI: SICE, PSI ES&CA: PD M: MgtS	6/88, 6/89, 6/90, 6/91, 6/92	Oral and written explanation of rights, procedures, and regulations distributed to requesting parties, and appropriate responses provided to hearing requests

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: B

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.09 Respond, in cooperation with Legal Services, to requests from the Corporation Counsel for information relative to court cases, including the preparation of affidavits and file duplication.	M: MgtS	6/88, 6/89, 6/90, 6/91, 6/92	Affidavits, transcripts, and Student Hearing Office files produced and transmitted to Corporation Counsel

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: C**

FUNCTION STATEMENT: Serve, through the Ombudsman, as an independent objective source for receiving, investigating and follow-up of complaints from parents, students, advocates, social welfare and educational agencies; and, ensure that local state and federal laws and rules are followed in the delivery of educational services to students.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
4	PS $ 135,947 OTPS $ 2,000 **Total** $ 137,947	4	PS $ 142,108 OTPS $ 2,060 **Total** $ 144,168	4	PS $ 150,001 OTPS $ 2,122 **Total** $ 152,123	4	PS $ 158,364 OTPS $ 2,185 **Total** $ 160,549	4	PS $ 168,810 OTPS $ 2,251 **Total** $ 171,061

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.01 Receive and facilitate the resolution of complaints and problems from parents, advocates, students of majority age and other citizens.	I/C: SE	6/88, 6/89, 6/90, 6/91, 6/92	Resolution of all received cases facilitated as documented in log and case status reports
C.02 Receive requests for mediation from parents, students of majority age, and assistant superintendents, and convene meditation, as appropriate.	I/C: SE	6/88, 6/89, 6/90, 6/91, 6/92	Requests received and mediation convened, as appropriate, or otherwise facilitated as documented in case status reports

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.03 Conduct orientation sessions for each staff, community and advocates to acquaint them with the formal complaints process and mediation.	I/C: SE ES&CA: PD	6/88, 6/89, 6/90, 6/91, 6/92	Orientation sessions conducted as needed each year for staff, community and advocates
C.04 Monitor the complaints process.	I/C: SE	6/88, 6/89, 6/90, 6/91, 6/92	Complaints process monitored as documented in Ombudsman's log, memoranda, letters, and reports
C.05 Provide assistance, upon request, to the public in locating desired information and/or services within DCPS and other agencies (public/private).	I/C: SE	6/88, 6/89, 6/90, 6/91, 6/92	Assistance to the public provided for all requests as documented in log, status reports, memoranda and letters

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: D**

FUNCTION STATEMENT: Promote citizen involvement in the schools and programs of the system through the management of a coordinated school volunteer program.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
4	PS $ 227,114 OTPS $ 17,221 Total $ 244,335	7	PS $ 233,927 OTPS $ 17,738 Total $ 251,665	8	PS $ 278,813 OTPS $ 18,270 Total $ 297,083	8	PS $ 289,966 OTPS $ 19,000 Total $ 308,966	8	PS $ 304,464 OTPS $ 19,951 Total $ 324,415

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
D.01 Increase community awareness of and involvement in programs.	M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	Presentations to the public, number of public inquiries and number of volunteers each increased 10% by June, 1988; 20% by June, 1990, and 30% by June, 1992
D.02 Develop new sources of volunteer support based on assessed needs and priorities, through development of a local school assessment data base, design of regional/local technical assistance plans, and implementation of technical assistance schedules.	M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	New sources of volunteer support developed in 10% of schools and programs each year

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
D.03 Provide technical assistance and training to staff and community to support increased volunteer retention.	ES&CA: PD M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	Number of orientation sessions increased
		6/88, 6/89, 6/90, 6/91, 6/92	Volunteer retention rate increased
D.04 Develop and implement monitoring systems in accordance with administrative guides and Board Rules on use of volunteers.	M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	Monitoring system developed and implemented with program revisions made as indicated by the monitoring
D.05 Increase systemwide recognition of volunteer services rendered.	M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	Number of volunteer awards, number of volunteers listed in annual brochure, and number of recognition activities held increased
D.06 Evaluate effectiveness of all centrally coordinated programming.	M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	Annual reports, surveys, and evaluations conducted and utilized for program improvement

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: E**

FUNCTION STATEMENT: Provide leadership for the development and implementation of programs designed to attract, retain and motivate a high calibre teaching staff.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
24	PS $1,253,292 OTPS $ 801,488 Total $2,054,780	24	PS $1,309,638 OTPS $ 825,533 Total $2,135,171	24	PS $1,381,896 OTPS $ 850,299 Total $2,232,195	24	PS $1,458,436 OTPS $ 875,808 Total $2,334,244	24	PS $1,554,110 OTPS $ 902,082 Total $2,456,192

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.01 Refine and expand the existing incentive programs (career and awards).	I/C: All P&SI: SICE, ES&CA: PD	8/88, 8/89, 8/90, 8/91, 8/92	Professional development and awards programs monitored and evaluated
		8/88, 8/89, 8/90, 8/91, 8/92	Program adjusted and implemented to include additional disciplines and grade levels

OFFICE OF THE SUPERINTENDENT **PLAN FUNCTION CODE: E**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.02 Develop and implement a career ladder program for beginning, experienced and exemplary teachers.	I/C: All P&SI: SICE, PSI ES&CA: PD	9/88, 9/89, 9/90, 9/91, 9/92	Program developed and implemented based on task force report establishing a career ladder program for teachers
		9/88, 9/89, 9/90, 9/91, 9/92	Orientation and staff development provided
		9/88, 9/89, 9/90, 9/91, 9/92	Directed compensation appropriated for program teachers and staff
		9/88, 9/89, 9/90, 9/91	Career ladder pilot monitored and evaluated

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.03 Design and establish demonstration school(s) to exhibit exemplary teaching practices.	I/C: All P&SI: SICE, PSI ES&CA: PD	9/88, 9/89, 9/90, 9/91	Plan which includes financial support; selection of site(s) and staff; professional development program; and staff, students and community orientation approved by the Board
		9/88, 9/89, 9/90, 9/91	Demonstration school model implementated
		9/88, 9/89, 9/90, 9/91	Demonstration school(s) monitored and evaluated
		9/88, 9/89, 9/90, 9/91	Program adjustments made based on findings

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.04 Implement a systemwide career ladder program and demonstration school(s) for all grade levels.	I/C: All P&SI: SICE, PSI ES&CA: PD	9/91	School site leadership roles increased within the teaching population on a systemwide basis
		9/91	Internal auditing capability expanded to enhance controls in determining compliance with established policies and practices
		9/91	Program adjustments made, based on evaluation results and Superintendent 's approval of recommendations

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: F**

FUNCTION STATEMENT: Support the instructional program through the development and demonstration of programs and projects that satisfy the legislative and programmatic intent of Chapter 2; and, by collecting, reviewing, recording and submitting data for federal funds under Impact Aid.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET (Federal Funding)	NO. STAFF	BUDGET (Federal Funding)	NO. STAFF	BUDGET (Federal Funding)	NO. STAFF	BUDGET (Federal Funding)	NO. STAFF	BUDGET (Federal Funding)

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.01 Monitor implementation of Chapter 2 programs in DCPS as well as participating private, nonprofit schools.	I/C: W, SC, M, ET	3/88, 3/89, 3/90, 3/91, 3/92	Site visitations of 20% of Chapter 2 programs conducted as indicated by completed monitoring instruments
F.02 Monitor expenditures of each Chapter 2 program in DCPS and participating private, nonprofit schools.	I/C: W, SC, M, ET	6/88, 6/89, 6/90, 6/91, 6/92	Expenditures of each Chapter 2 program monitored as indicated on copies of printouts, requisitions, and budget change request forms

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: F

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.03	Apprise the Superintendent, program managers, and project coordinators of all existing and pending legislation relative to Chapter 2 programs.	ES&CA: PD	6/88, 6/89, 6/90, 6/91, 6/92	Meetings conducted and appropriate memoranda forwarded to pertinent staff
F.04	Make recommendations regarding Chapter 2 programs to be implemented.	I/C: W, SC, M, ET	2/88, 2/89, 2/90, 2/91, 2/92	Recommendations submitted through memoranda to the Superintendent and annual evaluation reports
F.05	Make recommendations for improvements of operations within the Impact Aid Unit.	M: MgtS	9/87	Task force convened
			6/88	Recommendations generated by task force
F.06	Automate and improve the operations of the Impact Aid Survey Unit.	M: MgtS	6/88, 6/89, 6/90, 6/91, 6/92	Amount of data to be collected reduced each year

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: 6**

FUNCTION STATEMENT: Develop and implement the internal communications and external public relations systems, including publications, media relations, crisis management and strategic planning.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
11	PS $ 350,144 OTPS $ 137,440 Total $ 487,584	11	PS $ 360,648 OTPS $ 141,563 Total $ 502,211	11	PS $ 357,074 OTPS $ 145,810 Total $ 502,884	11	PS $ 390,077 OTPS $ 150,184 Total $ 540,261	11	PS $ 409,581 OTPS $ 154,690 Total $ 564,271

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.01	Prepare an annual report on the status of the school system.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Annual report published and disseminated
G.02	Solicit and/or write articles for the DCPS professional teachers' journal for, about, and by teachers.	P&SI: PSI, M: MgtS	5/88, 5/89, 5/90, 5/91, 5/92	Semi-annual journal published and disseminated

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: 6

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.03	Generate ideas for, solicit articles for, and publish the DCPS school system's employee newsletter.	P&SI: PSI M: MgtS	7/88, 7/89, 7/90, 7/91, 7/92	Monthly newsletters published and disseminated
G.04	Generate ideas for and publish the DCPS parent newsletter.	P&SI: SICE	6/88, 6/89, 6/90, 6/91, 6/92	Quarterly newsletters published and disseminated
G.05	Provide ideas to the general media for positive coverage of school system stories.	P&SI: SICE	8/88, 8/89, 8/90, 8/91, 8/92	At least six articles per annum appeared in print media and at least four stories per annum were shown on broadcast media
G.06	Provide story ideas on the school system to audiences via agency newsletters.	P&SI: SICE	8/88, 8/89, 8/90, 8/91, 8/92	At least four such stories per annum appeared in agency newsletters

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: G

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.07 Assist other school offices with preparation of media packages for dissemination to the public.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	At least eight offices assisted each year, and a record maintained
G.08 Design and conduct workshops for inside and/or outside (of DCPS) offices on effective communications.	M: PP	8/88, 8/89, 8/90, 8/91, 8/92	At least four workshops per annum conducted
G.09 Coordinate inter-agency efforts for Welcome to Our Schools Month.	ES&CA: SA	8/88, 8/89, 8/90, 8/91, 8/92	At least one major inter-agency effort made per year as documented on budgetary and meeting records
G.10 Place ads in a variety of print and broadcast media to promote DCPS and its programs.	P&SI: SICE	8/88, 8/89, 8/90, 8/91, 8/92	At least six ads per annum placed in print or broadcast media
G.11 Expand to parents via workshops and outreach activities, services and material for use with children.	P&SI: SICE	8/88, 8/89, 8/90, 8/91, 8/92	At least two parent workshops per annum and at least one packet of material per annum disseminated to parents

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT

FUNCTION CODE: H

FUNCTION STATEMENT: Provide legal counsel and advisory services to the Board; Superintendent; Corporation Counsel; and, central, regional and local school officers and staff.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
12	PS $ 491,379 OTPS $ 37,827 **Total $ 529,206**	14	PS $ 578,544 OTPS $ 38,962 **Total $ 617,506**	14	PS $ 601,686 OTPS $ 40,131 **Total $ 641,817**	16	PS $ 698,880 OTPS $ 41,335 **Total $ 740,215**	16	PS $ 733,823 OTPS $ 42,575 **Total $ 776,398**

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
H.01	Provide ongoing counseling and advisory services in the interpretation and application of federal and local laws, regulations, and Board Rules.		7/88, 7/89, 7/90, 7/91, 7/92	Counseling and advisory services provided in response to approximately 80 requests per month
H.02	Provide supportive services to Corporation Counsel in representing the school system's interest in litigation.		7/88, 7/89, 7/90, 7/91, 7/92	Legal language drafted/reviewed for all cases (with the exception of some cases in special education) that involve the school system's interest

OFFICE OF THE SUPERINTENDENT **PLAN FUNCTION CODE: H**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
H.03 Draft proposed rulemaking to enact Board policy.		7/88, 7/89, 7/90, 7/91, 7/92	All proposed rulemaking to enact Board policy drafted
H.04 Monitor legislation before the City Council and Congress and advance the school system's interest before these bodies.		7/88, 7/89, 7/90, 7/91, 7/92	All relevant legislation before the City Council and Congress monitored, with the school system's interest advanced
H.05 Monitor and provide appropriate staff development programs throughout the school system in matters of employment discrimination and educational equity.		7/88, 7/89, 7/90, 7/91, 7/92	Staff development in response to identified discrimination and education equity needs provided
H.06 Investigate and, if possible, conciliate formal complaints of discrimination lodged by students and staff.		7/88, 7/89, 7/90, 7/91, 7/92	All formal complaints (with some exceptions in special education) investigated, and conciliated, if possible
H.07 Assist in school system's defense in discrimination hearings before the District of Columbia's Office of Human Rights, Department of Education's Office of Civil Rights, and U.S. Equal Employment Opportunity Commission.		7/88, 7/89, 7/90, 7/91, 7/92	School system's defense in all discrimination hearings assisted

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: I**

FUNCTION STATEMENT: Administer an effective labor relations program and conduct negotiations with recognized labor unions.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
9	PS $ 387,920 OTPS $ 29,909 Total $ 417,829	11	PS $ 459,369 OTPS $ 30,507 Total $ 489,876	12	PS $ 520,719 OTPS $ 31,422 Total $ 552,141	13	PS $ 571,063 OTPS $ 32,051 Total $ 603,114	13	PS $ 599,616 OTPS $ 32,692 Total $ 632,308

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.01 Maintain good labor-management relations.	M: LSL, PP	10/87, 6/88, 6/89, 10/90, 6/91, 6/92	Workshops on implementation of agreements and grievances conducted
		8/88, 8/89, 8/90, 8/91, 8/92	Annual summary prepared of monthly reports to the Superintendent and the Board on the status of grievances filed

OFFICE OF THE SUPERINTENDENT **PLAN FUNCTION CODE: I**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.01 (Continued)		7/88, 7/89, 7/90, 7/91, 7/92	Labor-management meetings between management and union representatives monitored
		7/88, 7/89, 7/90, 7/91, 7/92	Policies or procedures which facilitate labor-management relations drafted and recommended to the Superintendent
I.02 Negotiate agreements with recognized labor unions.	M: PP, LSL	11/89	Feedback sessions with supervisors conducted
		3/90	Draft proposals for negotiations developed and submitted to the Superintendent and the Board for approval
		2/90	Notice prepared for the Board to notify public of pending expiration of agreements, and agreements made available to the public
		4/90	Public hearings held by the Board

OFFICE OF THE SUPERINTENDENT **PLAN FUNCTION CODE: I**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
1.01 (Continued)		7/88, 7/89, 7/90, 7/91, 7/92	Labor-management meetings between management and union representatives monitored
		7/88, 7/89, 7/90, 7/91, 7/92	Policies or procedures which facilitate labor-management relations drafted and recommended to the Superintendent
1.02 Negotiate agreements with recognized labor unions.	M: PP, LSL	11/89	Feedback sessions with supervisors conducted
		3/90	Draft proposals for negotiations developed and submitted to the Superintendent and the Board for approval
		2/90	Notice prepared for the Board to notify public of pending expiration of agreements, and agreements made available to the public
		4/90	Public hearings held by the Board

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.02 (Continued)		5/90	Negotiations proposals exchanged with unions
		9/87, 9/90	Briefings conducted with the Board on the status of negotiations
		9/87, 9/90	Tentative agreements recommended to the Board after ratification by the unions
		10/87, 10/90	Tentative agreements distributed to the public
		12/87, 12/90	Agreements printed and distributed to supervisors
I.03 Prepare for/respond to third party proceedings.	M: PP	6/88, 6/89, 6/90, 6/91, 6/92	Response provided to all arbitration cases filed by unions

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.03 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Response provided to all proceedings filed with the Public Employee Relations Board (PERB) by Unions
		6/88, 6/89, 6/90, 6/91, 6/92	Response provided to all appeals to the D. C. Office of Employee Appeals
		11/87, 11/90	Management's position prepared and presented if negotiations result in impasse proceedings
		8/88, 8/89, 8/90, 8/91, 8/92	Computerized legal research data bases utilized to research precedent cases and decisions for third party proceedings
I.04 Conduct research and maintain compensation data for selected school districts.	M: PP	4/88, 4/89, 4/90, 4/91, 4/92	Published compensation data researched for selected school districts

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
1.04 (Continued)		5/88, 5/89, 5/90, 5/91, 5/92	Selected districts surveyed for data not published
		7/88, 7/89, 7/90, 7/91, 7/92	Annual report to the Superintendent prepared on the rank of salaries among selected districts
		3/90	Comparison and analysis of compensation among selected school districts to support negotiations prepared

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: J**

FUNCTION STATEMENT: Manage the Board approved student assessment program which includes the citywide administration, analysis and reporting of all group tests.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
13	PS $ 427,107 OTPS $ 734,668 Total $1,161,775	13	PS $ 443,620 OTPS $ 756,708 Total $1,200,328	13	PS $ 465,289 OTPS $ 779,409 Total $1,244,698	13	PS $ 488,093 OTPS $ 802,791 Total $1,290,884	13	PS $ 516,987 OTPS $ 826,875 Total $1,343,862

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.01 Implement the expanded and updated components of the citywide assessment program including computerized test administration, activities in preparation for Form U, pre-slugged answer sheets, and computerized procedures for materials distribution.	I/C: W, SC, M, EC	10/87, 10/88, 10/89, 10/90, 10/91	Board approved test schedule implemented

OFFICE OF THE SUPERINTENDENT **PLAN FUNCTION CODE: J**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.02 Develop and/or select assessment instruments in specific curricular and progam areas.	I/C: W, Sc, M, MktS, H	5/88	11th and 12th grade end of year tests developed or selected
			Tests developed or selected as needed for:
		1/89	... writing
		1/88	... Pre-kindergarten Observation checklist (final)
		2/88, 2/89, 2/90, 2/91, 2/92	.... SSPP end-of-course examinations
J.03 Refine in-house scoring capabilities and data management through the use of computers, scanners, hook-up to schools, tape library retrieval, and use of School Profile System.	M: MgtS, LSCM	10/87, 10/88, 10/89, 10/90, 10/91	Scanners used in central and regional offices and in schools
		1/88	Tape library created

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: J

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.04 Interpret test results and provide appropriate routine and special assessment reports.	I/C: W, Sc, M, EC	11/87, 11/88, 11/89, 11/90, 11/91	Annual test reports produced
J.05 Provide technical assistance and score reports.	I/C: W, Sc, M, MktS, H	9/87, 9/88, 9/89, 9/90, 9/91	Reports prepared in response to all appropriate requests
J.06 Provide special staff development and test administration services in curricular and program areas for schools and offices.	I/C: W, Sc, M, MktS, H	3/88, 3/89, 3/90, 3/91, 3/92	Annual workshops and seminars provided

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: K**

FUNCTION STATEMENT: Evaluate the efficiency and effectiveness of on-going programs as well as pilot and demonstration projects.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
15	PS $ 575,131 OTPS $ 767,309 Total $1,342,440	17	PS $ 643,909 OTPS $ 790,328 Total $1,434,237	18	PS $ 695,427 OTPS $ 814,038 Total $1,509,465	18	PS $ 723,244 OTPS $ 838,459 Total $1,561,703	32	PS $1,228,727 OTPS $ 388,466 Total $1,617,193

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.01 Analyze school systems' needs and performance in order to improve instructional quality.	I/C: All M: LSL, SSI/M	3/88, 3/89, 3/90, 3/91, 3/92	Studies conducted to support program development and improvement efforts
		6/88, 6/89, 6/90, 6/91, 6/92	Studies determined to be relevant and sufficient as reported on evaluation by significant stakeholders

OFFICE OF THE SUPERINTENDENT **PLAN FUNCTION CODE: K**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.01 (Continued)		12/89, 12/90, 12/91	Programs improved as a direct result of studies
		6/90, 6/91, 6/92	Students' engagement and performance improved as a result of the program improvements
K.02 Conduct studies to improve performance of students with instructional deficits.	I/C: All P&SI: SICE, PSI	3/88, 3/89, 3/90, 3/91, 3/92	Studies conducted to support program development and improvement efforts
		6/88, 6/89, 6/90, 6/91, 6/92	Studies determined to be relevant and sufficient as reported on evaluation by significant stakeholders
		12/89, 12/90, 12/91	Programs improved as a direct result of studies
		6/90, 6/91, 6/92	Students' engagement and performance improved as a result of the program improvements

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.03 Conduct curriculum improvement studies.	I/C: All M: LSL, SSI/M	3/88, 3/89, 3/90, 3/91, 3/92	Studies conducted to support program development and improvement efforts
		6/88, 6/89, 6/90, 6/91, 6/92	Studies determined to be relevant and sufficient as reported on evaluation by significant stakeholders
		12/89, 12/90, 12/91	Programs improved as a direct results of studies
		6/90, 6/91, 6/92	Students' engagement and performance improved as a result of the program improvements

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.04 Conduct program evaluations aimed at improving services to students with special needs.	I/C: All M: LSL, SSI/M	3/88, 3/89, 3/90, 3/91, 3/92	Evaluations conducted to support program development and improvement efforts
		12/89, 12/90, 12/91	Evaluations determined to be relevant and sufficient as reported on evaluation by significant stakeholders
		12/89, 12/90, 12/91	Programs improved as a direct result of studies
		6/90, 6/91, 6/92	Students' engagement and performance improved as a result of the program improvements

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.05 Conduct studies to aid the improvement and development of early learning programs.	I/C: EC	3/88, 3/89, 3/90, 3/91, 3/92	Evaluations conducted to support program development and improvement efforts
		6/88, 6/89, 6/90, 6/91, 6/92	Evaluations determined to be relevant and sufficient as reported on evaluation by significant stakeholders
		6/88, 6/89, 6/90, 6/91, 6/92	Programs improved as a direct result of studies
		6/90, 6/91, 6/92	Students' engagement and performance improved as a result of the program improvements

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.06 Conduct studies in support of the Secondary School Improvement program.	I/C: All M: LSL, SSI/M	3/88, 3/89, 3/90, 3/91, 3/92	Evaluations conducted to support program development and improvement efforts
		6/88, 6/89, 6/90, 6/91, 6/92	Evaluations determined to be relevant and sufficient as reported on evaluation by significant stakeholders
		6/90, 6/91, 6/92	Programs improved as a direct result of studies
		6/88, 6/89, 6/90, 6/91, 6/92	Students' engagement and performance improved as a result of the program improvements

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: L**

FUNCTION STATEMENT: Evaluate the efficiency and effectiveness of management operations and provide alternative solutions to defined issues.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
14	PS $ 484,012 OTPS $ 225,914 Total $ 709,926	14	PS $ 498,532 OTPS $ 232,691 Total $ 731,223	14	PS $ 518,474 OTPS $ 239,672 Total $ 758,146	14	PS $ 539,213 OTPS $ 246,862 Total $ 785,075	14	PS $ 566,173 OTPS $ 254,268 Total $ 820,441

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
L.01	Develop an annual management assessment program.	M: All	10/87, 10/88, 10/89, 10/90, 10/91	Annual management improvement plan approved
L.02	Study the capability of selected organizational units to achieve stated goals and objectives for the purpose of developing efficient and effective operating units, information and control systems, and human resources.	M: MgtS, PP	8/88	Report on Division of Human Resource Management prepared
			8/89	Report on Division of Information Resource Management prepared
			8/92	Reports on additional organizational units prepared

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: L

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
L.03	Identify areas where costs can be contained through improved productivity, maximum utilization of skills, effective procedures, and improved management practices.	M:MgtS, LSCM	10/88, 10/89, 10/90, 10/91, 10/92	Areas where costs can be contained identified in annual assessment report
L.04	Improve the quality of information and decisionmaking for management operations through effective service delivery, fiscal controls, information processing and management controls.	M: MgtS	10/89	Quality of information and decision making for management services improved as documented in report on the Division of Human Resources Management
			10/90, 10/91, 10/92	Quality of information and decision making for management services improved and documented in management reports on units to be determined
L.05	Improve personnel administration within organization units through the study of manpower utilization, determining job responsibilities, developing the understanding of what is expected related to performance for each position, and determining the need for incentive pay systems.	M: PP, MgtS	1/89, 1/90, 1/91, 1/92	Personnel administration improved in identified units as documented in management reports

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: M**

FUNCTION STATEMENT: Provide auditing services to the total school system and a critical examination of programs and activities for the purpose of determining proper management and safeguarding the school system's assets.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
4	PS $ 134,162 OTPS $ -0- **Total** $ 134,162	4	PS $ 138,187 OTPS $ 5,000 **Total** $ 143,187	4	PS $ 143,714 OTPS $ 6,000 **Total** $ 149,714	4	PS $ 149,463 OTPS $ 6,180 **Total** $ 155,643	4	PS $ 156,936 OTPS $ 6,365 **Total** $ 163,301

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
M.01	Provide financial audits through the auditing of school activity funds.	M: LSL	10/88, 10/89, 10/90, 10/91, 10/92	Twelve (12) audits conducted each year
M.02	Enhance system auditing capability by establishing accounting systems in the schools over a five year period.	M: LSL, LSCM	8/88, 8/89, 8/90, 8/91, 8/92	Two (2) accounting systems established each year

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: M

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
M.03 Conduct compliance audits in relation to management's policies procedures, and applicable laws and regulations.	M: LSL, MgtS	8/89	Six (6) audits conducted
		8/90	Eight (8) audits conducted
		8/91	Ten (10) audits conducted
		8/92	Ten (10) audits conducted
M.04 Conduct operational audites to determine achievement of management's program goals and objectives.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Five (5) audits conducted each year

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE SUPERINTENDENT **FUNCTION CODE: N**

FUNCTION STATEMENT: Organize and manage the methods of providing information related to internal operations to support planning, control and decision making in the school system.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
53	PS $2,003,480 OTPS $2,383,658 Total $4,387,138	53	PS $2,063,584 OTPS $2,455,168 Total $4,518,752	53	PS $2,146,128 OTPS $2,528,823 Total $4,674,951	53	PS $2,231,973 OTPS $2,604,687 Total $4,836,660	53	PS $2,343,571 OTPS $2,708,875 Total $5,052,446

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
N.01	Implement the five year Strategic Plan for Information Architecture adopted by the Board of Education.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Items contained in the five year plan completed - Computer Environment Determined - Equipment Standards Established - Network Specifications Completed - Applications Brought On-line
N.02	Establish and operate a PC information center to serve the needs of DCPS supervisors, managers, and administrators.	M: MgtS, LSCM	8/88, 8/89, 8/90, 8/91, 8/92	Center located and staffed, and services provided

OFFICE OF THE SUPERINTENDENT

PLAN FUNCTION CODE: N

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
N.03	Maintain DCPS computerized information system network to ensure maximum and efficient use of the agency's computer resources.	M: MgtS	12/87, 12/88, 12/89, 12/90, 12/91	Network established, maintained and utilized with selected applications transmitting data
N.04	Establish Local Area Network (LAN), as appropriate, in local schools, regions and central offices to improve management of the school system.	M: MgtS, LSCM	12/88, 12/89, 12/90, 12/91, 12/92	LAN's installed and operating
N.05	Establish guidelines and procedures for the acquisition of telecommunication resources to improve the operation and use of the DCPS computer network.	M: MgtS, LSCM	12/89	Guidelines and procedures documented
			12/90, 12/91, 12/92	Guidelines and procedures utilized to improve operation of the network

OFFICE MISSION AND FUNCTIONS

OFFICE OF DEPUTY SUPERINTENDENT

MISSION: To direct the operation of all school and educational programs, addressing the need for viable changes designed to positively impact on student progress and achievement, and working cooperatively with all major offices to attain the mission of the school system.

FUNCTIONS:

A. Direct the delivery of all educational services, exercise oversight of all school programs and projects, provide leadership training for principals and potential principals, and ensure implementation of policies and directives.

B. Direct, coordinate, monitor and evaluate the instructional programs of the 41 schools in Region A; provide managerial and instructional assistance to Region A Principals; and, design and implement educational programs based on need.

C. Direct, coordinate, monitor and evaluate operation of schools and special projects in Region B.

D. Direct, coordinate, support, monitor and evaluate the managerial and instructional programs of local schools to ensure that appropriate educational initiatives are designed and implemented to support the teaching-learning process in Region C.

E. Direct, supervise, coordinate, monitor and evaluate operations of local schools and the delivery of educational services in Region D.

F. Design programs and provide services/technical assistance to schools enrolling students who have no or limited English language skills.

G. Direct the delivery of a comprehensive developmental counseling program, pre-kindergarten through 12th grade.

H. Direct the implemention of a Comprehensive Attendance Improvement Plan, so that an increased attendance rate impacts positively on truancy reduction and dropout prevention.

I. Strengthen and implement an expanded student affairs model to focus upon improving the delivery of resources and extracurricular services to students, and technical assistance to staff.

J. Develop and implement strategies for monitoring compliance with local, state and federal regulations.

OFFICE OF THE DEPUTY SUPERINTENDENT

K. Provide skills training and educational programs through the career and adult education centers and direct state vocational and adult education programs for students, including those who may be disadvantaged, handicapped, or dropouts.

L. Provide technical assistance to local schools in the implementation of models for school improvement at the secondary level; and monitor, report, develop guidelines, and disseminate information and stategies that facilitate institutionalization of improvement activities.

M. Ensure, as the State Education Agency (SEA), that a free appropriate public education is provided to all identified handicapped children and youth of school age in the District of Columbia.

N. Administer all programs and activities supported by P.L. 94-142 and ensure that a free and appropriate public education and required related services are provided for all identified handicapped children and youth.

O. Administer supplementary academic services and support student self-image improvement in local target schools; direct program implementation, monitoring, and regulatory compliance; and, provide technical assistance, staff development, and parental involvement through the Chapter 1 Program.

P. Direct the planning and implementation of programs that ensure a safe and secure school learning environment, and provide security services throughout the school system.

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: A**

FUNCTION STATEMENT: Direct the delivery of all educational services, exercise oversight of all school programs and projects, provide leadership training for principals and potential principals, and ensure implementation of policies and directives.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
39	PS $4,295,912 OTPS $4,295,506 Total $8,591,418	43	PS $4,569,169 OTPS $4,939,371 Total $9,508,540	44	PS $4,800,437 OTPS $5,087,552 Total $9,887,989	44	PS $ 5,017,333 OTPS $ 5,240,179 Total $ 10,257,512	44	PS $ 5,294,820 OTPS $ 5,397,384 Total $ 10,692,204

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
A.01	Establish major goals and objectives with assistant superintendents and directors, using the officer appraisal process.	M: PP	7/88, 7/89, 7/90, 7/91, 7/92	Ratings given to officers
A.02	Oversee the assessment and evaluation of educational programs.	M: PP	6/87, 6/88, 6/89, 6/90, 6/91	On-site assessments conducted with data submitted to the Deputy's Office
A.03	Develop and implement a program designed to identify and train potential principals.	M: LSL	9/88, 9/89, 9/90, 9/91	At least ten potential candidates trained in an administrative internship program

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: A

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
A.04	Provide continuous training to improve principals' and assistant principals' leadership skills and to broaden their vision.	M: LSL	8/88, 8/90, 8/92	Twenty-five percent of all building-level administrators participated in the principals' leadership program each year
A.05	Establish an assessment process as an integral component of the procedure for selecting school officers.	M: LSL	5/89	Assessment process approved by Board of Education and published in Board Rules
			4/90, 4/91	Assessment process used for candidates' evaluations
A.06	Oversee the implementation of Board of Education policy and Superintendent's directives.	M: PP	8/88, 8/89, 8/90, 8/91, 8/92	Implementation of all Board of Education policies and Superintendent's directives monitored
				The following completed and major documents filed:
			4/88, 4/89, 4/90, 4/91	... Plans for Graduations and Promotions

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: A**

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
A.06	(Continued)		5/88, 5/89, 5/90, 5/91	... Report on teacher allocations and staffing
			6/88, 6/89, 6/90, 6/91	... On-site Assessment Reports
			7/88, 7/89, 7/90, 7/91	... Master Schedules
A.07	Develop annual budget plans.	M: MgtS	9/87, 9/88, 9/89, 9/90, 9/91	Annual budget plans submitted
A.08	Oversee the development and implementation of activities to aid students in meeting the "C" average requirement.	P&SI: SICE, PSI ES&CA: Ath	6/88, 6/89, 6/90, 6/91, 6/92	Activities to assist students in meeting the "C" average requirement conducted in all regions

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: A

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
A.09 Implement the PAUSE program.		6/88, 6/89, 6/90, 6/91, 6/92	PAUSE program implemented with an effective instructional program as measured by an evaluation
		6/88, 6/89, 6/90, 6/91, 6/92	At least 90% of students returned to their regular schools from the PAUSE program and successfully remained there each year

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: B**

FUNCTION STATEMENT: Direct, coordinate, monitor and evaluate the instructional programs of the 41 schools in Region A; provide managerial and instructional assistance to Region A principals; and, design and implement educational programs based on need.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
1752	PS $ 58,099,510 OTPS $ 2,614,208 Total $ 60,713,718	1771	PS $58,625,337 OTPS $ 2,692,634 Total $61,317,971	1781	PS $58,898,273 OTPS $ 2,773,412 Total $61,671,685	1791	PS $59,171,209 OTPS $ 2,856,616 Total $62,027,825	1801	PS $59,446,695 OTPS $ 2,942,315 Total $62,389,010

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.01	Reinforce the implementation of the Competency-Based Curriculum, the Student Progress Plan, and the Secondary Student Progress Plan.	I/C: All	6/88, 6/89, 6/90, 6/91, 6/92	Instructional delivery improved at all instructional levels as measured by ongoing monitoring and supervision of content, methods, and materials
			6/90	Staff development on effective implementation expanded to include all teachers
B.02	Implement the elementary and secondary school Writing Initiative plans, providing opportunities for writing across all content areas.	I/C: W	6/88, 6/89, 6/90, 6/91, 6/92	Writing performance of students at every grade level improved as determined by writing projects and writing samples from students, grades K-12

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: B**

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.03	Increase student performance and applications of concepts through creative expressions in reading, language arts, mathematics, science, social studies and the arts.	I/C: W, Sc, M, Mu, Art S/D P&SI: SICE	6/88, 6/89, 6/90, 6/91, 6/92	Student achievement improved on standardized tests and other indicators of academic performance
			6/88, 6/89, 6/90, 6/91, 6/92	Greater number of students participated in various competitions
			6/88, 6/89, 6/90, 6/91, 6/92	Opportunities increased for students to go beyond basic grade level requirements
B.04	Provide specialized instructional services for bilingual, gifted and talented, and special education students within the region.	I/C: SE, G/T	6/88, 6/89, 6/90, 6/91, 6/92	Each program expanded to include additional services
B.05	Design and implement instructional support programs.	I/C: SN/AP	6/88, 6/89, 6/90, 6/91, 6/92	Staff support increased within identified schools

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: B

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.06 Design and Implement the program - "Philosophy for Children" in identified Region A elementary schools.	I/C: SN/AP	6/87, 6/88	Increased critical thinking skills demonstrated by participating students; increased individual achievement on student assessment instruments; and, greater teacher involvement and commitment to the instructional program in 2 schools in SY 1986-87 and 2 schools in SY 1987-88
B.07 Implement science programs in Region A schools to provide opportunities for students to acquire scientific literacy and to demonstrate knowledge of the scientific subject being studied through greater emphasis on teacher professional growth and staff development in science (K-12), and support for the Science/Math Initiative.	I/C: Sc, M	6/89, 6/90	Student application of knowledge of the basic skills and concepts of science, mathematics and technology to everyday life situations increased as measured by assessment instruments
		6/89, 6/90	Number of teachers participating in citywide staff development offerings in science teaching and the integration of science with other curriculum areas increased
		6/89, 6/90	Science and math skills and concepts more effectively taught to grades K-12 as measured by improved scores on standardized tests

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: B

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.07	(Continued)		6/89	Science labs at Jefferson JHS, Johnson JHS and Green ES fully utilized by June 1989
B.08	Implement programs that allow students to obtain satisfactory performance levels in specific skills saleable to the world of work.	I/C: MktS	6/89, 6/90, 6/91, 6/92	Number of students placed in jobs increased
B.09	Provide effective instruction to promote skills that lead to sound physical, mental and emotional health.	I/C: H	6/89, 6/90, 6/91, 6/92	Fewer referrals made to counselors, and psychologists
B.10	Strengthen the implementation of the early childhood education program.	I/C: EC	6/88, 6/89, 6/90, 6/91, 6/92	Early Childhood Education program fully implemented
B.11	Implement the sex education program with attention given to societal issues, self-esteem and decision making.	I/C: SxE	6/88, 6/89, 6/90, 6/91, 6/92	Sex Education program fully implemented

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: B

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.12 Provide activities through the physical education program which develop the whole individual through participation in appropriate kinds of psychomotor activities.	I/C: PE	6/88, 6/89, 6/90, 6/91, 6/92	Student physical fitness improved as measured by a greater number of students participating in schoolwide, and citywide competitive sports activities
B.13 Strengthen and monitor improved standards of instruction in regional secondary schools.	I/C: SSI/IC	6/88, 6/89, 6/90, 6/91, 6/92	SSIP plans implemented in each of the region's secondary schools
B.14 Provide activities and opportunities that promote improved self-image and citizenship education.	P&SI: SICE	6/89, 6/90, 6/91, 6/92,	Self-image of students, teachers and administrators in each school improved as measured by an instrument on school climate and appearance
		6/89, 6/90, 6/91, 6/92,	Members in clubs increased
B.15 Incorporate in the instructional program activities which will assist students in coping successfully with negative social pressure and developing self-esteem and decision-making skills.	P&SI: SICE, PSI	6/89, 6/90, 6/91, 6/92	Instructional program activities to assist students with nagative social pressure, self-esteem and decision making conducted and documented in each school

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: B

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.15	(Continued)		6/89, 6/90, 6/91, 6/92	Numbers of clubs increased
B.16	Improve the delivery of guidance and counseling services to students at the elementary and secondary levels.	ES&CA: G/C	6/89, 6/90, 6/91, 6/92	Services to students and parents increased as measured by: fewer referrals, fewer drop-outs, more students counseled, and more parent caonferences
B.17	Provide effective instructional supervision and support to the teachers and principals of the region.	ES&CA: PD	6/88, 6/89, 6/90, 6/91, 6/92	Instructional supervision improved as indicated by having all teachers observed and consulted by supervisory personnel
			6/88, 6/89, 6/90, 6/91, 6/92	In-service programs conducted for at least 50 teachers and 15 administrators

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: B

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
B.18 Increase the average daily attendance of students.	ES&CA: SA	6/88, 6/89, 6/90, 6/91, 6/92	Student attendance improved to 96% and maintained in each school
B.19 Provide opportunities for students to develop sportsmanship, self-esteem, a sense of commitment, team spirit, leadership and motor skills.	ES&CA: Ath	6/88, 6/89, 6/90, 6/91, 6/92	Number of co-curricular and inter-athletic activities/competitions provided by each school increased
B.20 Provide, through the local school leaders, management and direction to the schools	M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	Efficient daily operation of the school: teachers and students with high self-esteem and high expectations; improved attendance; and, improved student achievement provided as measured by a survey
B.21 Develop, implement and promote an effective and positive spirit of support and guidance for all employees.	M: PP	6/88, 6/89, 6/90, 6/91, 6/92	Human relations and interpersonal skills among employees improved as measured by a survey
B.22 Direct the provision of an efficient school operation which is sensitive to individual needs.	M: SSI/M	6/88, 6/89, 6/90, 6/91, 6/92	Student attendance accurately and punctually reported by each school daily

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: B

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
B.22	(Continued)		7/88, 7/89, 7/90, 7/91, 7/92	Master schedule finalized by June 30 with revisions completed by July 30
			9/87, 9/88, 9/89, 9/90, 9/91	Goals published and problem solving mechanis for the school documented by the principal
			7/88, 7/89, 7/90, 7/91, 7/92	Fewer problems referred to the Deputy Superintendent
B.23	Utilize micro-computers to facilitate management in the local schools.	M: LSCM	6/88	School-based computerized information management system utilized in all the local schools
B.24	Utilize computer laboratories in integrating computers and the curriculum.	I/C: ET	6/88, 6/89, 6/90, 6/91, 6/92	Use of computer laboratories in all schools increased

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: B

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
B.25 Implement Writing To Read in all elementary schools.	I/C: EC, ET	9/88, 9/89, 9/90, 9/91	Writing To Read implemented in additional schools each year until the program exists in all schools

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: C**

FUNCTION STATEMENT: Direct, coordinate, monitor and evaluate the operation of schools and special projects in Region B.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
1169	PS $ 39,137,489 OTPS $ 1,629,082 **Total** $ 40,766,571	1185	PS $41,505,022 OTPS $ 1,677.954 Total $43,182,976	1191	PS $44,225,965 OTPS $ 1,728,293 Total $45,954,258	1191	PS $46,904,046 OTPS $ 1,780,141 Total $48,684,187	1191	PS $50,221,923 OTPS $ 1,833,546 Total $52,055,469

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.01	Develop regional and local school targets/goals, objectives with principals using officer appraisal process, comprehensive education plan, regional education plan, local school education plan, and available assessment data.	M: PP, LSL	8/88, 8/89, 8/90, 8/91, 8/92	Planning activities, as delineated, completed each year
		M: LSL	8/88, 8/89, 8/90, 8/91, 8/92	Each school monitored on-site at least once annually
C.02	Improve efficiency through the increased application of technology and management systems for instructional, local school and regional management.	M: LSL, MgtS, LSCM	5/88, 5/89, 5/90, 5/91, 5/92	Use of data bases (enrollment attendance, achievement, personnel, budget, etc.) increased

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: C**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.02 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Use of educational technology laboratories increased each year as documented by laboratory logs
		6/88, 6/89, 6/90, 6/91, 6/92	Use of electronic mail increased between the region and schools and among the schools
		8/88, 8/89, 8/90, 8/91, 8/92	Use of the systemwide data base by local schools and the regional office increased
C.03 Expand the Region B Science/Mathematics Programs.	I/C: Sc, M, AP	6/90	Course offerings in mathematics and science increased
		6/90	Additional mathematics and science courses included in the master schedule
		6/90	A mathematics/science magnet junior high school established in Region B
		6/90	A model elementary science program established in Region B
		9/90	Science and computer laboratories expanded in Region B

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.03	(Continued)		9/89	Number of class periods assigned to mathematics and science instruction increased each year
			9/89	Number of students participating in advanced placement courses in mathematics and science increased
C.04	Implement a writing program appropriate for the grade level (the Writing Initiative and Writing to Read) in each school.	I/C: W, AP	6/88, 6/89, 6/90, 6/91, 6/92	Students' journals maintained at every school, entries in writing competitions increased, and students' publications increased at individual, local school, and regional levels
			9/88, 9/89, 9/90, 9/91	Writing courses and writing periods increased as reflected in the Master Schedule
			6/88, 6/89, 6/90, 6/91, 6/92	Writing performance improved as reflected in student assessment data
			10/88, 10/89, 10/90, 10/91	Writing To Read implemented in additional schools each year until the program exists in all schools

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.05 Broaden curricular offerings in the Health, Physical Education, Athletics and Safety disciplines to include greater emphasis on the teaching of health and a wider selection of team sports.	I/C: SN/AP SE, H, PE P&SI: SICE	6/88, 6/89	Participation increased in identified athletic events: Soccer, Swimming, Dancing/movement, Tennis, Weight lifting/Nautilus, and Physical Fitness Programs
		6/88, 6/89	Social issues workshops and seminars for students, parents and community provided on: - substance abuse prevention, - sex education, - prevention of transmission of communicable, diseases (AIDS, herpes, etc.), - character education, and - values

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.06 Expand and improve early childhood programs and services to ensure developmentally appropriate programs and services and to improve student readiness for grades 1-3.	I/C: EC P&SI: SICE, PSI	6/89	Expanded Pre-K curriculum implemented
		6/90	Student readiness for grades 1-3 improved as measured by grades and criterion referenced, norm-referenced and teacher-made tests
		6/92	Infant care program in at least one secondary school developed and implemented in Region B
		6/89	Parenting workshops/seminars developed and implemented
		6/91	Region B Institute for kindergarten teachers (Early Childhood Education Teachers) expanded to additional teachers

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.07 Expand the foreign language curriculum offerings in the elementary, junior high, and senior high schools in Region B.	I/C: G/T, AP		Four-language exploration program provided for seventh and/or eighth grade students for
		8/87	... one JHS (1987)
		8/88, 8/89	... additional JHS (1988, 1989)
		8/90	A foreign language provided in each elementary school (grades 4, 5, 6)
		9/89	AP foreign language course offerings expanded in the senior high schools
		5/88	Number of students electing and succeeding in the study of foreign languages increased

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
C.08 Provide staff development and growth for teachers and local school staff in strategies and techniques for fostering and developing students' positive concepts and in motivational techniques.	ES&CA: PD	6/88, 6/89, 6/90, 6/91, 6/92	Staff development provided at regional and local school levels
		6/88, 6/89, 6/90, 6/91, 6/92	Demographics of the school population analyzed and appropriate workshops provided
		6/88, 6/89, 6/90, 6/91, 6/92	Evidence of improved relationships between teachers and students increased
		6/88, 6/89, 6/90, 6/91, 6/92	Student attendance improved
C.09 Improve the instructional programs of secondary school students.	I/C: SSI/IC	6/88, 6/89, 6/90, 6/91, 6/92	Students' grade point averages increased, and CTBS median grade equivalent scores and percentile ranking increased at all grade levels

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
C.09 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Staff development provided in the areas of: learning/teaching styles, principles of learning, higher level thinking skills, and long/short term memory
		4/88, 4/89, 4/90, 4/91, 4/92	PSAT and SAT preparation programs expanded
		6/88, 6/89, 6/90, 6/91, 6/92	Region B junior high school prep program, "Project Upgrade" expanded
		6/88, 6/89, 6/90, 6/91, 6/92	Number of group and individual counseling sessions on self-esteem and self-image increased
C.10 Provide improved special education programs in local schools inclusive of appropriate IEP implementation and mainstreaming actions for students aged 3-21.		6/88, 6/89, 6/90, 6/91, 6/92	Number of special education students meeting IEP objectives increased

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
C.10 (Continued)		10/87, 10/88, 10/89, 10/90, 10/91	Mainstreaming plan implemented in local schools as indicated on monitoring reports
		6/88, 6/89, 6/90, 6/91, 6/92	Skill mastery for special education students improved as shown on comparative annual pre and post tests
		9/88, 9/89, 9/90, 9/91	Staffing increased to maintain student-teacher ratios and to reflect small group instructional patterns
		6/88, 6/89, 6/90, 6/91, 6/92	Special education programs and services provided for children aged 3-21 and their parents
		6/88, 6/89, 6/90, 6/91, 6/92	Preschool handicapped parent seminars provided
		5/88, 5/89, 5/90, 5/91, 5/92	Exit conferences held for students completing high school

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
C.11 Increase the delivery of specialized services to those students in the regular education program who have identified special needs.	I/C: SE	6/92	Mediation program expanded into at least two secondary schools
		6/88, 6/89, 6/90, 6/91, 6/92	Workshops/seminars provided for teachers and administrators on the learning and life styles of students new to this country
		6/88, 6/89, 6/90, 6/91, 6/92	Use of the regional counseling team increased as a support system for the local school
C.12 Expand music curriculum offerings and offer additional classes at all levels.	I/C: Mu	6/88, 6/89, 6/90, 6/91, 6/92	Tone quality, styles, composition and ability to play instrumental selections demonstrated by elementary school students
		6/90, 6/91, 6/92	Number of school bands - marching and concert - increased

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
C.12 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Use of musical training, both vocal and instrumental, in school assemblies and culminating activities increased
		6/90, 6/91, 6/92	A vocal/instrumental music program established at the J.H.S. level
C.13 Expand the Region B Speech and Drama Program.	I/C: S/D	6/89	Number of students and schools participating in the Region B Speech and Drama Festival increased
		6/89	Debating teams in each secondary school established
		6/88	Number of public speaking classes in the Master Schedule increased

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
C.13 (Continued)		6/89	The number of students participating in assembly programs increased
		6/89	Drama clubs established in all schools
		6/89	Number of plays presented during the school year increased
		6/88	Inservice courses and workshops in the areas of public speaking, debating and drama provided
C.14 Provide interventive and support services in the local school through psychological and social work prevention programs for special education and special needs students.	I/C: SE	9/88	Full-time programs for handicapped students in local schools expanded
		6/88	Pupil Personnel Services teams assigned to each school
		6/88	Student conferences held at local schools

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
C.14 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Crisis intervention and follow-up actions taken by Pupil Personnel Services increased as appropriate
		6/88, 6/89, 6/90, 6/91, 6/92	Support to local school staff, parents, and administrators in methods of intervention services increased
		6/90	Use of Counselors, and Pupil Personnel Services, casework meetings and strategies designed to impact on students adjustment increased
		5/88, 5/89, 5/90, 5/91, 5/92	Staff development activities conducted by regional and local staff

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
C.15 Conduct psychoeducational assessments within mandated timelines and under the guidelines of PL 94-142.		6/88, 6/89, 6/90, 6/91, 6/92	More timely of assessment/placement decisions completed as reflected by intake and assignment logs
		9/88, 9/89, 9/90, 9/91, 9/92	Number of cases behind timelines decreased as reflected in computerized track data
		9/88, 9/89, 9/90, 9/91, 9/92	Number of student hearings based on due process violations decreased

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: D**

FUNCTION STATEMENT: Direct, coordinate, support, monitor and evaluate the managerial and instructional programs of local schools to ensure that appropriate educational initiatives are designed and implemented to support the teaching-learning process in Region C.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
1515	PS $ 50,532,583 OTPS $ 2,029,981 Total $ 52,562,564	1526	PS $54,916,955 OTPS $ 2,070,581 Total $56,987,536	1537	PS $58,198,666 OTPS $ 2,111,993 Total $60,310,659	1548	PS $61,687,597 OTPS $ 2,154,233 Total $63,841,830	1559	PS $66,014,231 OTPS $ 2,197,318 Total $68,211,549

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.01 Develop and implement inservice training programs.	I/C: W, Sc, M, Art, S/D	8/88, 8/89, 8/90, 8/91, 8/92	Inservice program established in writing, science, mathematics, art, and speech/drama
		8/88, 8/89, 8/90, 8/91, 8/92	At least 5 written works by teachers published

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.01 (Continued)		1/88, 6/88, 1/89, 6/89, 1/90, 6/90, 1/91, 6/91, 1/92, 6/92	Student's writing recognized monthly at each school, in the region, or publicly
D.02 Develop a cadre of exemplary teachers.	I/C: W, Sc, M	6/88, 6/89, 6/90, 6/91, 6/92	Exemplary programs conducted in 10 schools in writing, science, and mathematics
D.03 Provide instructional support to teachers.	I/C: W, Sc	8/88, 8/89, 8/90, 8/91, 8/92	Two teachers providing exemplary instruction in writing publicly acknowledged
		1/88, 6/88	All secondary science teachers observed and consulted, and all elementary teachers provided a workshop once each semester in science, and mathematics

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: D**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.04 Coordinate peer observation of exemplary programs.	I/C: W, Sc, M, Mu	8/88, 8/89, 8/90, 8/91, 8/92	Ninety percent of teachers in exemplary programs participated in peer observations in writing, science, mathematics, and music
		8/88, 8/89, 8/90, 8/91, 8/92	Four demonstration lessons conducted per semester in writing, science, mathematics and music
D.05 Support the Writing To Read Program.	I/C: W, EC	6/88, 6/89, 6/90, 6,91, 6/92	Writing To Read conducted in one-third additional elementary schools by June, 1988, with additional schools participating until the program exists in all schools
		6/91	Writing-To-Read expanded to additional grade levels

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.05	(Continued)		6/92	Writing To Read expanded to additional students
D.06	Implement and monitor the early diagnostic testing program to assess the capabilities and disabilities of children in the early childhood program, and provide appropriate and continous staff development to facilitate the implementation of the early childhood program	I/C: EC, SE	8/88, 8/89, 8/90, 8/91, 8/92	Scheduled testing program administered and monitored
			8/88, 8/89	Two staff development workshops provided for each early childhood staff member
D.07	Implement special education programs in compliance with guidelines, regulations, laws, standards and procedures as set by federal, state and local authorities.	I/C: SE	9/88, 9/89, 9/90, 9/91, 9/92	I.E.P's updated for each child by September
			6/88, 6/89, 6/90, 6/91, 6/92	Annual reviews completed

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.07 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Compliance Monitoring Reports completed by designated timeline
		6/88, 6/89, 6/90, 6/91, 6/92	Local School Assessments completed for all schools
		6/88, 6/89, 6/90, 6/91, 6/92	T. A. P. completed for each special education teacher
D.08 Expand the ESL program and increase service delivery.	I/C: SN/AP	9/88, 9/89, 9/90, 9/91, 9/92	Number of aides expanded to at least one per center
		9/88, 9/89, 9/90, 9/91, 9/92	Cluster schools established

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.09 Implement, review and monitor a professional development program designed to improve and monitor student achievement in secondary schools.	I/C: SSI/IC	8/88, 8/89, 8/90, 8/91, 8/92	Local school plans completed
		8/88, 8/89, 8/90, 8/91, 8/92	Regional assessments completed
		8/88, 8/89, 8/90, 8/91, 8/92	Two planned staff development activities conducted per semester
		6/88, 6/89, 6/90, 6/91, 6/92	Standardized test scores improved
		6/88, 6/89, 6/90, 6/91, 6/92	Advanced placement course offerings increased

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.09 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Percentage of students receiving "C" average and above increased
		6/88, 6/89, 6/90, 6/91, 6/92	Number of students passing End-of-Course exams increased
		6/88, 6/89, 6/90, 6/91, 6/92	Drop-out rates reduced
		6/88, 6/89, 6/90, 6/91, 6/92	Attendance rates improved
D.10 Monitor local school plans for implementation of programs that focus on areas of student self-esteem, choice skills and decision making, and conduct teacher orientation programs on self-esteem for the elementary level.	I/C: SxE, P&SI: SICE, PSI	9/88, 9/89, 9/90, 9/91, 9/92	Monitoring reports completed
		1/89, 1/90, 1/91, 1/92	Scheduled orientation programs conducted

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.11 Develop and implement teacher training program on human sexuality, institute group and individual counseling services to improve efforts to prevent teenage pregnancy, and review curriculum, resources, and activities on sex education, and provide staff development.	I/C: SxE P&SI: PSI ES&CA: PD	9/88, 9/89, 9/90, 9/91	Scheduled training programs conducted
		9/88, 9/89, 9/90, 9/91	Increased number of children counseled as reported in counselors' logs and reports
		9/87, 9/88, 9/89, 9/90, 9/91	Activities to address teenage pregnancy included in all submitted local school plans
		9/88, 9/89, 9/90, 9/91, 9/92	Staff development activities on sex education conducted in each school
D.12 Strengthen, expand and facilitate the implementation of the gifted/talented program, grades K-12.	I/C: G/T	6/88, 6/89, 6/90, 6/91,	Staff development conducted for all G/T teacher and counselors
		10/88, 10/89, 10/90, 10/91	G/T program expanded each year

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.12 (Continued)		8/88, 8/89, 8/90, 8/91, 8/92	At least one staff development session/workshop on G/T provided to each teacher
		8/88, 8/89, 8/90, 8/91, 8/92	Student achievement on standardized tests and other indicators of academic performance for top 10% improved
D.13 Coordinate advanced placement courses demonstration lessons, and plan and implement an inservice training course in advanced placement instructional strategies.	I/C: AP	8/89	At least one AP course established in each senior high school
		8/92	Additional AP courses established in each high school
		9/88, 9/89, 9/90, 9/91, 9/92	Demonstration lessons and training courses conducted twice a semester
		8/88, 8/89, 8/90, 8/91, 8/92	Alternative instructional strategies utilized by teachers as documented by monitoring and follow-up support

9-86

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.13 (Continued)	I/C: AP	8/88, 8/89, 8/90, 8/91, 8/92	Student identified goals on advance placement examinations achieved
D.14 Increase the use of educational technology by coordinating established training, identifying exemplary teachers, coordinating teacher observations of exemplary programs, providing instructional support to teachers, and identifying exemplary library/media center demonstration sites.	I/C: ET	8/88, 8/89, 8/90, 8/91, 8/92	Training conducted
		8/88, 8/89, 8/90, 8/91, 8/92	Directory of exemplary educational technology teachers prepared
		8/88, 8/89, 8/90, 8/91, 8/92	Scheduled teacher observations conducted as documented in logs
		8/88, 8/89, 8/90, 8/91, 8/92	At least two exemplary programs conducted

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.14	(Continued)		8/88, 8/89, 8/90, 8/91, 8/92	Teacher and student proficiencies in educational technology improved as measured by end-of-year assessments
			8/88, 8/89, 8/90, 8/91, 8/92	Exemplary sites observed and identified
D.15	Direct the improvement of the music education program, grades K-12.	I/C: Mu	6/88, 6/89, 6/90, 6/91, 6/92	Music performances in each school increased
D.16	Direct the implementation of a high quality art program, grades K-12.	I/C: Art	6/88, 6/89, 6/90, 6/91, 6/92	Exhibitions by schools in the region increased
			6/88, 6/89, 6/90, 6/91, 6/92	Competition participation by students in all schools increased

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.17 Coordinate speech/drama competitions and debating teams.	I/C: S/D	6/88, 6/89, 6/90, 6/91, 6/92	Number of coordinated speech/drama festivals and debating competitions increased
D.18 Direct the inclusion of health as part of the Form A (T.A.P.) targets of elementary teachers.	I/C: H	9/88, 9/89, 9/90, 9/91	Form A's with health objectives submitted
D.19 Establish a regional task force to evaluate the local school physical education program; formulate and standardize SSPP requirements for all physical education classes, monitor objective mastery in elementary and secondary curriculum, and increase student physical fitness.	I/C: PE	9/88	Needs assessment designed and conducted, with results published

6-89

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.19 (Continued)		9/88	Checklist of standards developed
		9/88, 9/89, 9/90, 9/91	Recorded student performance in targeted physical education competencies increased
		9/88, 9/89, 9/90, 9/91	Student physical fitness improved as indicated on filed physical fitness reports
D.20 Assess and address students concerns about their personal and social development.	P&SI: SICE, PSI	8/88	Assessment data reviewed and summarized
		8/89, 8/90, 8/91, 8/92	Activities conducted to address results of assessment data

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.20 (Continued)		8/88, 8/89, 8/90, 8/91, 8/92	Regional Student Government meetings conducted
D.21 Increase student awareness of three major social issues (drugs, suicide and teen parenting).	P&SI: PSI	8/88, 8/89, 8/90, 8/91, 8/92	Teen Symposium for all secondary students implemented and video taped
		8/88, 8/89, 8/90, 8/91, 8/92	SANDS Program orientation implemented (all levels)
		8/88, 8/89, 8/90, 8/91, 8/92	Health/PE requirement (curriculum) implemented
		8/88, 8/89, 8/90, 8/91, 8/92	Resource file established and supplemented in each school

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: D**

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.22	Train staff in an interdisciplinary approach to personal and social issues as they relate to self image and citizenship.	P&SI: SICE, PSI	9/88, 9/89, 9/90, 9/91	Staff development course offerings announced
			9/88, 9/89, 9/90, 9/91	Regional inservice program published
D.23	Implement counseling programs and services that support appropriate and progressive learning experiences of students.	ES&CA: G/C	9/88, 9/89, 9/90, 9/91	Number of provided services increased as indicated on submitted reports: Counselors Advisory, Regional Counseling, Local School Assessment, and Teacher/Student Survey
D.24	Provide opportunities for inservice training and professional development based upon the needs of Region C personnel.	ES&CA: PD	9/88, 9/89, 9/90, 9/91	Needs assessment conducted with results published

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.24 (Continued)		9/88, 9/89, 9/90, 9/91	Regional instructional support requests reviewed
		9/88, 9/89, 9/90, 9/91	Regional inservice programs responsive to the needs assessment results and regional instructional requests published
		9/88, 9/89, 9/90, 9/91	Administrative leave requests granted, as appropriate
D.25 Increase attendance; reduce the drop-out rate, disseminate information, and implement regional training programs for attendance personnel.	ES/CA: PD, SA	8/88, 8/89, 8/90, 8/91, 8/92	Attendance increased by one and one-half percent per year

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: D**

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.25	(Continued)		8/88, 8/89, 8/90, 8/91, 8/92	Drop-out rate decreased by one and six tenths percent per year
			8/88, 8/89, 8/90, 8/91, 8/92	Regional training programs for attendance personnel implemented
			8/88, 8/89, 8/90, 8/91, 8/92	Local school plans monitored by reviewing attendance log
D.26	Improve the physical education program by conducting the Physical Education Improvement Survey, ensuring timely schedules of intramural activities requiring transportation, providing opportunities for staff development on accident prevention, and evaluating and monitoring athletic facilities and submitting appropriate recommendations.	ES&CA: Ath	9/88, 9/89, 9/90, 9/91	Instructional Improvement Survey conducted with results documented

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.26 (Continued)	ES&CA: Ath	9/88, 9/89, 9/90, 9/91	Schedules/transportation requests coordinated and improvement monitored
	ES&CA: Ath	9/88, 9/89, 9/90, 9/91	Staff development course offerings on accident prevention announced
	ES&CA: Ath	9/88, 9/89, 9/90, 9/91	Copies of recommendations for athletic facilities submitted to Buildings and Grounds
D.27 Institute a leadership training program which will lead to upward mobility of Region C personnel.	M: LSL	9/88, 9/89, 9/90, 9/91	Leadership training program designed and implemented through Board Orders, promotions, program design and schedule of activities

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PLAN FUNCTION CODE: D

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.28	Develop and implement a computer program for regional personnel that includes techniques used in securing equipment/ materials, managing the budget, accounting for personnel and staffing.	M: PP, MgtS	9/88, 9/89, 9/90, 9/91	Training conducted
D.29	Develop and disseminate a personnel manual to principals and department heads which will include information on planning, organizational structure and management.	M: PP, MgtS	9/88, 9/89, 9/90, 9/91	Personnel Manual prepared and disseminated
D.30	Establish a secondary student accounting system which contains drop-out prevention components.	M: SSI/M	9/88, 9/89, 9/90, 9/91, 9/92	Dropout rate decreased
D.31	Develop and implement a procedure for timely submission of reports.	M: SSI/M	9/88, 9/89, 9/90, 9/91	All reports submitted on time as indicated by chart display

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.32	Revise the Master Schedule and School Organization procedure to ensure the timely availability of schedules and appropriate pass/fail and deficiences data.	M: SSI/M	8/88, 8/89, 8/90, 8/91, 8/92	Master Schedule, school organization, and pertinent scheduling information prepared by the required date each year by each school
			9/88, 9/89, 9/90, 9/91, 9/92	Master Schedules and Organization finalized by August
			8/88, 8/89, 8/90, 8/91, 8/92	Projected and actual summer school attendance/ membership reports submitted to appropriate schools
D.33	Improve school climate and achievement.	M: LSL	9/88, 9/89, 9/90, 9/91	School climate in all schools improved as documented on annual On-site Monitoring Reports

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.33 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Number of volunteers increased as documented on volunteer reports
	M: SSI/M	6/88, 6/89, 6/90, 6/91, 6/92	Test scores improved in all schools
		6/88, 6/89, 6/90, 6/91, 6/92	Grade point averages improved as reported on the mark distribution report
	M: SSI/M	6/88, 6/89, 6/90, 6/91, 6/92	Promotion rates increased at all schools

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.33 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Number of students meeting "C" average requirements increased
D.34 Provide staff development/training for administrative officers and staff to improve service delivery; develop a network system for innovation sharing and recognition; and develop timelines and flow charts to ensure timely transfer of information to local school and instructional offices.	ES&CA: PD M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Number of approved Administrative Leave Requests increased
		8/88, 8/89, 8/90, 8/91, 8/92	Workshops and seminars provided
		8/88, 8/89, 8/90, 8/91, 8/92	Number of filed complaints reduced
		8/88, 8/89, 8/90, 8/91, 8/92	Documentation of innovation sharing submitted quarterly

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: D**

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED MILESTONES (DATES)	INDICATORS OF ACHIEVEMENT
D.34	(Continued)		8/88, 8/89, 8/90, 8/91, 8/92	Ninety percent of reports submitted to appropriate offices on time
D.35	Direct schools in the utilization of computers for scheduling, registration, dissemination and recovery of information, and for increased user competency in routine operations such as requisitioning equipment/supplies, monitoring and managing the budget, and school management.	M: LSCM	8/88, 8/89, 8/90,	SIMS used by eighty-five percent of schools for registration, scheduling and attendance by Fall 1988, 95% by Fall 1989, and 100% by Fall 1990
		M: LSCM	8/88, 8/89, 8/90, 8/91, 8/92	Computer use for routine operations by all schools increased as indicated on logged records of use

6-101

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: E**

FUNCTION STATEMENT: Direct, coordinate, monitor and evaluate operations of local schools and the delivery of educational services in Region D.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
1987	PS $ 66,091,989 OTPS $ 2,682,018 Total $ 68,774,007	2000	PS $ 69,622,393 OTPS $ 273,565 Total $ 69,895,958	2013	PS $ 73,685,747 OTPS $ 2,790,371 Total $ 76,476,118	2026	PS $ 78,375,840 OTPS $ 2,846,178 Total $ 81,222,018	2039	PS $ 83,769,581 OTPS $ 2,903,102 Total $ 86,672,683

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.01 Improve the writing of students by supporting the Writing Initiative and Writing to Read program.	I/C: W	9/88	Writing Initiative plan reviewed with officers
		6/88, 6/89, 6/90, 6/91, 6/92	Yearly requirements of the Writing Initiative implemented
		6/88, 6/89, 6/90, 6/91, 6/92	Workshop conducted for all administrators and teachers each year

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.02 (Continued)		1/88, 6/88, 1/89, 6/89, 1/90, 6/90, 1/91, 6/91, 1/92, 6/92	Support provided to schools each semester
		5/88, 5/89, 5/90, 5/91, 5/92	Local school writing programs monitored each year
		10/88, 10/89, 10/90, 10/91, 10/92	Writing to Read implemented in additional schools each year until all schools invloved
E.02 Increase student performance in science in elementary and secondary schools.	I/C: Sc, M	9/88, 9/89, 9/90, 9/91, 9/92	Instructional support services provided to teachers in implementing CBC
		10/88, 10/89, 10/90, 10/91, 10/92	Strategies provided to teachers for implementing required CBC science curriculum

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: E**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.02 (Continued)		1/89, 6/89, 1/90, 6/90, 1/91, 6/91, 1/92, 6/92	Staff development activities in science provided for local schools
		5/89, 5/90, 5/91, 5/92	Plan developed and implemented for conducting a regional science fair
		6/89, 6/90, 6/91, 6/92	Support provided to ISC in conducting citywide science programs
		6/89, 6/90, 6/91, 6/92	Local school science programs monitored
E.03 Improve the mathematics achievement of all students in elementary and secondary schools.	I/C: M	8/88, 8/89, 8/90, 8/91, 8/92	Test data analyzed to determine areas of strengths and weaknesses for Region D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.03 (Continued)		8/88, 8/89, 8/90, 8/91, 8/92	Regional/local school profiles developed
		9/88, 9/89, 9/90, 9/91, 9/92	Regional and local school priorities established for objectives based on comparative analysis of students' test results
		1/89, 5/89, 1/90, 5/90, 1/91, 5/91, 1/92, 5/92	At least two staff development activities implemented for the improvement of test-taking skills in mathematics
		6/89, 6/90, 6/91, 6/92	Support provided for implementation of testing program to local schools
		6/89, 6/90, 6/91, 6/92	Testing programs in local schools monitored
		6/88, 6/89, 6/90, 6/91, 6/92	Student achievement in mathematics measured by standardized and criterion-referenced tests improved

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.04 Facilitate the implementation and monitoring of the Early Childhood program.	I/C: EC	3/88, 6/88, 3/89, 6/89, 3/90, 6/90, 3/91, 6/91, 3/92, 6/92	Instructional support provided to elementary schools, and local school Early Childhood Education Program monitored
E.05 Progressively improve the services of special education programs through efficient management, comprehensive personnel development, compliance with federal and local laws and mandates, and provision of programs of quality defined by State Requirements and Program Standards.	I/C: SE	2/89, 2/90, 2/91, 2/92	Staff development conducted to study and comply with the Rules of the Board of Education, the mandates of Public Law 94-142, and guidelines established by the SEA/LEA
		1/89, 1/90, 1/91, 1/92	All components of the special education programs monitored to ensure effective and efficient implementation of and adherence to established guidelines
E.06 Improve English as a Second Language (ESL) instruction through refined curriculum, teacher supervision, course referral for certification and expanded language courses for teachers and administrators.	I/C: SN/AP	4/88, 4/89, 4/90, 4/91, 4/92	Needs assessment reviewed and on file

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.06 (Continued)		4/88, 4/89, 4/90, 4/91, 4/92	Improvements in ESL instruction as identified through annual needs assessments and enrollment records implemented
E.07 Provide technical assistance in the implementation of school improvement plans which have been written by each junior and senior high school.	I/C: SSI/IC	7/88, 7/89, 7/90, 7/91, 7/92	Individual school improvement plans monitored, and monthly assistance provided in the implementation of school improvement plans
E.08 Improve students' acquisition of marketable skills by supporting career education programs and public/private partnership programs in the local school.	I/C: MktS	2/88, 7/88, 2/89, 7/89, 2/90, 7/90, 2/91, 7/91, 2/92, 7/92	Career education programs monitored, and instructional support provided to local schools
E.09 Improve teacher training in human sexuality with an emphasis on student values clarification, self-esteem, and understanding of behavior.	I/C: SxE	6/88, 6/89, 6/90, 6/91, 6/92	Staff development activities conducted
		7/88, 7/89, 7/90, 7/91, 7/92	Instructional support provided

OFFICE OF THE DEPUTY SUPERINTENDENT PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.10 Provide support for the implementation of a gifted/talented program for grades K-12.	I/C: G/T	8/88, 8/89, 8/90, 8/91, 8/92	Expanded summer school program which provides broader experiences for gifted/talented students monitored
		1/88, 6/88, 1/89, 6/89, 1/90, 6/90, 1/91, 6/91, 1/92, 6/92	Staff development conducted for teachers and counselors each semester
		6/88, 6/89, 6/90, 6/91, 6/92	Available resources and services to local school gifted/talented projects distributed
E.11 Facilitate the implementation and monitoring of advanced placement courses at each senior high school.	I/C: AP	7/88	Review AP goals and guidelines with secondary school officers
		9/88, 9/90	At least one AP course implemented at each senior high school by SY 1988-89, and additional courses by SY 1990-91

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.11 (Continued)		2/89	Provide staff development for administrators and AP teachers
		3/89	Provided instructional support to senior high schools
		3/89, 6/89, 3/90, 6/90, 3/91, 6/91, 3/92, 6/92	Local school AP programs monitored
E.12 Integrate technology into the total educational process, including the use of computers specified by the curriculum, and instructional videotapes to achieve objectives; and, the refinement and use of computers for administrative purposes in local schools and offices.	I/C: ET M: LSCM	1/88, 1/89, 1/90, 1/91, 1/92	Use of computers for administrative purposes increased as documented through a review of school records
		1/88, 1/89, 1/90, 1/91, 1/92	Utilization of technology for instruction increased as documented in evaluation reports

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.13 Support, monitor and evaluate the music programs in local schools.	I/C: Mu	5/88, 5/89, 5/90, 5/91, 5/92	Plan for the implementation of the Fine Arts Council developed
		6/88, 6/89, 6/90, 6/91, 6/92	Additional local school music programs facilitated and Region D Music Festival sponsored
E. 14 Provide technical assistance in the implementation of a high quality Art program in grades pre-K through 12.	I/C: Art	6/88, 6/89, 6/90, 6/91, 6/92	Art Initiative implemented, art programs monitored and instructional support provided
E.15 Increase the involvement of all schools in Speech and Drama Competition.	I/C: S/D	7/88, 7/89, 7/90, 7/91, 7/92	Implementation of the study of drama in the English/Language Arts curriculum for each grade level monitored
		6/88, 6/89, 6/90, 6/91, 6/92	Involvement of local schools increased 35% in SY 1987-88, 45% in SY 1988-89, 55% in SY 1989-90, 65% in SY 1990-91, and 75% in SY 1991-92.

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: E**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.15 (Continued)		2/88, 2/89, 2/90, 2/91, 2/92	Inservice courses provided on play production for identified coordinators of the speech and drama program
		6/88, 6/89, 6/90, 6/91, 6/92	Instructional assistance provided to teachers in local schools
		8/88, 8/89, 8/90, 8/91, 8/92	Staff development activities provided to teachers of speech and drama
		6/88, 6/89, 6/90, 6/91, 6/92	Speech and drama programs of local schools monitored
		5/88, 5/89, 5/90, 5/91, 5/92	Regional speech and drama competition activities developed and sponsored
E.16 Develop and implement a comprehensive program of health education for all grade levels.	I/C: H	9/88	Revised Health education curriculum to reflect an emphasis on personal self-esteem development, wellness, relationships, and current medical issues implemented

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.16 (Continued)		3/89, 5/90, 4/91, 1/92	Health education instruction at the elementary and junior high school levels monitored
		12/89, 9/90, 9/91, 11/92	Instructional and supplementary health education materials provided
E.17 Establish a viable program of physical education for all school personnel.	I/C: PE	9/89	Revised physical education curriculum for all levels implemented
		11/89, 4/90	Staff development conducted on revised curriculum
		1/90, 9/91, 9/92	Materials and essential equipment provided
		7/91	Fitness-wellness coordinator position filled
E.18 Assist with the implementation of programs designed to improve self image and address citizenship education.	P&SI: SICE	3/88, 7/88, 3/89, 7/89, 3/90, 7/90, 3/91, 7/91, 3/92, 7/92	Local school programs monitored, instructional support provided, and guidance and counseling services to students increased

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.19 Assist students in overcoming obstacles to their personal and social development.	P&SI: PSI	6/88, 6/89, 6/90, 6/91, 6/92	Appropriate regional plan developed for content and scope of the group counseling program
		6/88, 6/89, 6/90, 6/91, 6/92	A program for the uses of Pupil Personnel Services developed
E.20 Ensure the effective delivery of counseling services by facilitating the implementation of the counseling program and establishing accountability.	ES&CA: G/C, PD	6/88, 6/89, 6/90, 6/91, 6/92	Implementation of counseling program and pupil personnel services monitored
		6/88, 6/89, 6/90, 6/91, 6/92	Delivery of counseling services in the elementary and secondary schools monitored
		2/88, 2/89, 2/90, 2/91, 2/92	Staff development provided for counselors to ensure that they are trained in the appropriate skills/ competencies in order to provide quality counseling services to students

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.21 Improve the competencies of regional staff by providing and facilitating in-service training and professional development activities.	ES&CA: PD	6/88, 6/89, 6/90, 6/91, 6/92	In-service training programs and staff development programs developed for CBC chairpersons, BRT teachers, ALT teachers, ALT administrators, and counselors
		6/88, 6/89, 6/90, 6/91, 6/92	Staff development activities for staff provided as needed with monthly staff development reports submitted to the Staff Development Office
E.22 Improve student attendance by supporting and monitoring the effective implementation of the comprehensive attendance plan.	ES&CA: SA	7/88, 7/89, 7/90, 7/91, 7/92	Local school attendance plans monitored
		1/88, 6/88, 1/89, 6/89, 1/90, 6/90, 1/91, 6/91, 1/92, 6/92	Technical support provided to schools in revising, refining, and improving attendance plans

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.22 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Data relative to attendance collected
E.23 Coordinate support services that enhance principals' skills in directing effective educational programs.	M: LSL	5/88, 5/89, 5/90, 5/91, 5/92	Needs assessment conducted
		1/89, 1/90, 1/91, 1/92	Based upon needs assessment results, staff development conducted, communication among schools increased, and staff development information disseminated to principals
E.24 Improve management processes in secondary schools as determined by measures or instruments of school climate, effective schools criteria, staff and student satisfaction and productivity.	M: SSI/M	7/88, 7/89, 7/90, 7/91, 7/92	Instruments utilized with the summary reported to Office of the Deputy Superintendent
E.25 Improve the frequency and clarity of management information provided by the regional office.	M: MgtS	6/88, 6/89, 6/90, 6/91, 6/92	Frequency and clarity of management information provided by the regional office improved as reported through self-monitoring

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.26 Implement a school-based computerized information management system which substantially reduces the requirement for paper transactions and manual reporting.	M: LSCM	6/88, 6/89, 6/90, 6/91, 6/92	School-based computer applications which are specifically designed to support local school operations implemented
		6/88, 6/89, 6/90, 6/91, 6/92	A mechanism that provides technical assistance and support for users of the computerized system established and utilized

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: F**

FUNCTION STATEMENT: Design programs and provide services and technical assistance to schools enrolling students who have no or limited English language skills.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
136	PS $4,174,142 OTPS $ 33,913 Total $4,208,055	158	PS $4,950,829 OTPS $ 34,930 Total $4,985,759	199	PS $6,010,390 OTPS $ 35,978 Total $6,046,368	199	PS $6,684,255 OTPS $ 37,057 Total $6,721,312	211	PS $7,471,711 OTPS $ 38,169 Total $7,509,880

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.01 Ensure a student-teacher ratio of 1:20 by expanding the number of teachers, educational aides and bilingual counselors, and provide ongoing supervision and training.	I/C: SN/AP	9/88	One ESL/bilingual teacher provided for every 28 limited English proficient students
		9/89	One ESL/bilingual teacher provided for every 24 limited English proficient students
		9/90	One ESL/bilingual teacher provided for every 20 limited English proficient students

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: F**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.01 (Continued)		8/87	Budget submitted to provide a minimum of one bilingual educational aide for every 50 students
		9/89	A minimum of one bilingual educational aide for every 50 students provided
		8/87	Budget to place a bilingual counselor at every school with a population of over 100 language minority students submitted
		9/89	Goal of a bilingual counselor placed at every school with population of over 100 language miniority students accomplished
F.02 Establish computerization of testing procedures, providing more accurate student diagnosis/promotion criteria.	I/C: SN/AP	6/88	Second year computerized pre- and post ESL test results completed
		9/87, 4/88	Workshops on testing procedures and student diagnosis provided

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: F

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.03 Ensure high quality instruction in schools with low concentrations of English as a Second Language (ESL) students through the establishment of cluster schools.	I/C: SN/AP	6/88, 6/89, 6/90, 6/91, 6/92	Computer reports to teachers and principals for improved student evaluations and promotion at the end of each school year completed
		8/87	Plan to establish one cluster school for all areas with no ESL services, designed and approved
		5/89	Personnel hired and site of one cluster school established
		9/89	Program of one cluster school operational and evaluated
F.04 Provide a job training component for high-risk students, combining academic and vocational skills.	I/C: SN/AP MktS	8/87	Plan to offer vocational training to secondary language minority students, designed and approved
		5/89	Personnel hired, and program and site of training facility established

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: F

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.04 (Continued)		9/89	Training facility operational and evaluated
F.05 Implement a drop-out prevention program in coordination with the Comprehensive Attendance Improvement Plan focused on high-risk students.	I/C: SN/AP P&SI: PSI	1/88	Operational procedures for follow-up on students identified as high-risk established
		5/89	Number of non-English proficient student drop-outs reduced significantly and consistently
F.06 Improve the efficiency and accuracy of accepting new students into the program, identifying their instructional needs, and providing the appropriate services.	I/C: SN/AP M: LSCM	1/88	Appropriate intake testing instruments identified and purchased
		8/88	Staff trained in the proper use of instruments and recording of results
		9/88	Testing program operational and evaluated

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: F

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.07 Implement Drug Prevention Plan as a major component of the division's student services.	I/C: SN/AP P&SI: PSI	6/88	Bilingual itinerant counselor, specialist in drug prevention, hired and assigned.
F.08 Expand the training and information referral services of the Family Training Program.	I/C: SN/AP P&SI: SICE	9/88	One night-class per week at the Ross ES Computer laboratory added to regular Saturday ESL Class schedule
F.09 Expand the Computer Training Laboratories to ten sites.	I/C : ET	8/87	Plan of language acquisition and development, and computer laboratory designed and approved
		9/88	Computer laboratory personnel hired and program operational and evaluated at five sites
		9/90	Computer laboratory personnel hired and program operational and evaluated at ten sites
F.10 Upgrade the Division's office automation systems.	M: MgtS	8/88	Office information systems training provided to 90% of Bilingual Division staff

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: F

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.11 Design and implement plan for monitoring and evaluating ESL/ bilingual instruction staff.	I/C: SN/AP ES&CA: PD	10/87	Procedures for principals to participate in monitoring and evaluating ESL/bilingual staff established
F.12 Continue university referral of instructional staff for completion of certification requirements.	I/C: SN/AP ES&CA: PD	6/90	University certification courses made available for 80% of current instructional staff
F.13 Increase foreign language courses for DCPS teachers and administrators.	I/C: SN/AP ES&CA: PD	8/89, 8/90, 8/91, 8/92	Three foreign language courses for 130 DCPS teachers and administrators per year offered

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: 6**

FUNCTION STATEMENT: Direct the delivery of a comprehensive developmental counseling program, pre-kindergarten through 12th grade.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
4	PS $ 135,884 OTPS $ 46,650 Total $ 182,534	5	PS $ 178,021 OTPS $ 48,050 Total $ 226,071	5	PS $ 185,142 OTPS $ 49,492 Total $ 234,634	5	PS $ 192,548 OTPS $ 50,977 Total $ 243,525	5	PS $ 202,176 OTPS $ 52,507 Total $ 254,683

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.01 Improve the delivery of counseling services at the elementary and secondary levels through the implementation of a Comprehensive Guidance and Counseling Plan.	ES&CA: G/C	6/88, 6/89, 6/90, 6/91, 6/92	Student achievement and self-esteem increased annually as measured by test scores and self-esteem instruments
		6/88, 6/89, 6/90, 6/91, 6/92	College and career placements expanded anually

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: 6

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.02 Provide staff development for counselors to ensure that they are trained in appropriate skills and competencies in order to provide quality counseling services to students.	ES&CA: G/C, PD	6/88, 6/89, 6/90, 6/91, 6/92	Formative and summative evaluation data collected from participants annually
		6/88, 6/89, 6/90, 6/91, 6/92	Pre and post test results from student projects collected annually
		7/89, 7/91	Staff development systematically provided to all counselors in response to identified needs
G.03 Develop and acquire financial and human resources in order to realistically attempt to met the goals of the Guidance and Counseling Branch	ES&CA: C/C	6/88, 6/89, 6/90, 6/91, 6/92	Career and college enrichment resources for students increased annually
		6/88, 6/89, 6/90, 6/91, 6/92	Number of guidance resources and materials for local school counseling support increased annually
		6/88, 6/89, 6/90, 6/91, 6/92	Number of certified counselors to address emerging needs, e.g., multicultural and handicapped, increased annually

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: 6

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.04 Provide technical assistance to counselors and direct services to students in support of the local school through the regional counseling teams.	ES&CA: G/C	1/88, 6/88, 6/89, 1/90, 6/90, 1/91, 6/91, 1/92, 6/92	Direct services provided to students and counselors in at least 25% of the schools in each region each semester

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: H**

FUNCTION STATEMENT: Direct the implementation of a Comprehensive Attendance Improvement Plan so that an increased attendance rate impacts positively on truancy reduction and dropout prevention.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
75	PS $2,162,754 OTPS $ 69,920 Total $2,232,674	76	PS $2,274,303 OTPS $ 72,018 Total $2,346,321	77	PS $2,377,840 OTPS $ 74,179 Total $2,453,777	78	PS $2,504,879 OTPS $ 76,405 Total $2,581,284	79	PS $2,663,967 OTPS $ 78,698 Total $2,761,716

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
H.01	Facilitate the implementation of the Comprehensive Attendance Improvement Plan with emphasis upon attendance improvement and dropout prevention at the secondary level through direct coordination with regions and divisions.	ES&CA: SA	6/88, 6/89, 6/90, 6/91, 6/92	95 % average daily attendance rate attained by annual increments of at least 1%
			6/88, 6/89, 6/90, 6/91, 6/92	5% decrease in the dropout attained by annual decreases of at least 1%
			6/88, 6/89, 6/90, 6/91, 6/92	Ratio of attendance staff to students from 1:650 reduced regardless of enrollment changes

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: H**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
H.02 Utilize school and community resources to increase effectiveness of the Comprehensive Attendance Improvement Plan.	ES&CA: SA	6/88, 6/89, 6/90, 6/91, 6/92	Network among parents, community and school to support attendance improvement increased
		6/88, 6/89, 6/90, 6/91, 6/92	Reduced truancy among secondary students reduced and attendance rates at the local schools improved
		6/88, 6/89, 6/90, 6/91, 6/92	Calendar of events and list of incentives published
H.03 Improve child labor service delivery, work permit issuance system and school record verification process.	ES&CA: SA	6/88, 6/89, 6/90, 6/91, 6/92	Automated child labor service reporting system and work permit issance utilized
		6/88, 6/89, 6/90, 6/91, 6/92	Written and personal contacts with parents, minors, school staff and businesses hiring minors increased
		6/88, 6/89, 6/90, 6/91, 6/92	Updated record retrieval system utilized

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: I**

FUNCTION STATEMENT: Strengthen and implement an expanded student affairs model to focus upon improving the delivery of resources and extracurricular services to students, and technical assistance to staff.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
10	PS $ 661,522 OTPS $ 182,762 Total $ 844,284	11	PS $ 719,429 OTPS $ 188,245 Total $ 907,674	11	PS $ 748,207 OTPS $ 193,893 Total $ 942,100	11	PS $ 778,136 OTPS $ 199,710 Total $ 977,846	11	PS $ 817,043 OTPS $ 205,702 Total $1,022,745

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
L01 Provide resources designed to increase student awareness and expand student participation in extracurricular and co-curricular activities.	P&SI: SICE	6/88, 6/89, 6/90, 6/91, 6/92	Annually published are: Scholarship Handbook for students, Contests and Awards Handbook, and Student Council Handbook
		6/88, 6/89, 6/90, 6/91, 6/92	Student Affairs Handbook updated anually

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.02 Increase the number of students participating in leadership activities.	P&SI: SICE	6/88, 6/89, 6/90, 6/91, 6/92	Number of students in attendance at NASC Leadership Conference and local student government activities increased annually
		6/88, 6/89, 6/90, 6/91, 6/92	Number of students participating in such leadership activities as Close-up, Convention II, Presidental Classroom, Princeton Model Conference and Congressional Youth Leadership Council increased annually
		6/88, 6/89, 6/90, 6/91, 6/92	Number of students participating in the International Student Exchange Programs increased annually
		6/88, 6/89, 6/90, 6/91, 6/92	Opportunity provided for students to participate in a popular election of student leaders systemwide
I.03 Provide technical assistance to school personnel in matters relative to Middle States evaluations and diploma/certificate issuance.	M: LSL	6/88	Processing of student diploma and certificates automated

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.03 (Continued)		6/89	Middle States guidelines published and uniformly applied
		3/88, 3/89, 3/90, 3/91, 3/92	Staff development of school personnel provided annually

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OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: J**

FUNCTION STATEMENT: Develop and implement strategies for monitoring compliance with local, state and federal regulations.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
4	PS $ 112,374 OTPS $ -0- Total $ 112,374	4	PS $ 115,745 OTPS $ 10,000 Total $ 125,745	4	PS $ 120,375 OTPS $ 10,300 Total $ 130,675	4	PS $ 125,190 OTPS $ 10,609 Total $ 135,799	4	PS $ 131,450 OTPS $ 10,928 Total $ 142,378

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.01 Monitor enforcement of the D.C. Nonresident Tuition Act.	ES&CA: PD	6/88, 6/89, 6/90, 6/91, 6/92	Annual staff development provided for school personnel involved with the processing of non-resident students
		6/88, 6/89, 6/90, 6/91, 6/92	Automated sub-system using SIMS established for identifying, processing and reporting non-resident students
		6/88, 6/89, 6/90, 6/91, 6/92	Significant increase in and improved collection of tuition facilitated by employing legal counsel

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: J**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.02 Monitor enforcement of the D.C. Compulsory School Attendance Act.	ES&CA: PD, SA	6/88, 6/89, 6/90, 6/91, 6/92	Visitation reports and statistical summaries on D.C. Public Schools, D.C. Non-Public Schools, and out of state non-public schools which have enrolled D.C. resident students documented annually as evidence that all D.C. residents students are being reported
		6/88, 6/89, 6/90, 6/91, 6/92	Annual staff development for school personnel involved with enrollment processing of D.C. Public School students and non-public schools students who are D.C. residents provided
		6/88, 6/89, 6/90, 6/91, 6/92	Central automated file maintained to enable officials to account for active and inactive non-public school students
J.03 Provide ID cards for secondary D.C. Public School students and summer student employees.	P&SI: SICE ES&CA: PD	6/88, 6/89, 6/90, 6/91, 6/92	Staff development for personnel involved with the issuance of ID cards for secondary students and summer student employees provided annually

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.03 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Automated sub-system established using SIMS for processing student ID cards
		6/88, 6/89, 6/90, 6/91, 6/92	ID cards for free lunches, textbooks, attendance, transportation, and student incentive awards utilized

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: K**

FUNCTION STATEMENT: Provide skills training and educational programs through the career and adult education centers and direct the state vocational and adult education programs for students, including those who may be disadvantaged, handicapped, or dropouts.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
485	PS $ 17,047,362 OTPS $ 1,329,368 Total $ 18,376,730	495	PS $ 17,821,252 OTPS $ 1,369,249 Total $ 19,190,501	500	PS $ 18,755,940 OTPS $ 1,410,327 Total $ 20,166,267	500	PS $ 19,569,086 OTPS $ 1,452,637 Total $ 21,021,723	500	PS $ 20,422,235 OTPS $ 1,496,217 Total $ 21,918,452

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.01 Plan and implement continuous staff development activities for vocational instructors and administrators focusing on needs of special populations, instructional methods, and principles and concepts of entrepreneurship and basic skills integration.	I/C: MktS	8/88, 8/89, 8/90, 8/91, 8/92	All instructional staff participated in staff development activities with continuously updated training

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.02 Review existing licensing/certification requirements for EG-09 instructional staff at career development centers and recommend new licensing/certification.	I/C: MktS	8/88	New licenses and certification approved
K.03 Develop, revise, purchase, adapt and disseminate competency-based curriculum guides for specialized vocational education programs.	I/C: MktS	8/89	1/3 curriculum guides approved
		8/91	1/3 additional curriculum guides approved
		8/92	All curriculum guides approved
K.04 Assess, purchase, and install new equipment/technology needed for vocational education program offerings at Penn Career Development Center and Armstrong Adult Education Center.	I/C: MktS	8/88	Assessment completed and initial equipment purchased
		8/90	All equipment purchased and installed
K.05 Increase the number of, and generate statistical data on job placement of vocational education program completers with marketable skills.	I/C: MktS	8/88, 8/89, 8/90, 8/91, 8/92	Program completers increased by ten percentage points each year

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: K**

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.06	Initiate, generate and conduct continuous programmatic evaluation to ensure that skills taught are marketable and to forecast jobs for the future.	I/C: MktS	8/88, 8/89, 8/90, 8/91, 8/92	Twenty percent of the programs evaluated each year
K.07	Develop the State Plan for Vocational Education.	I/C: MktS	7/88	State Plan submitted to the U.S. Department of Education July 1, 1988
			5/90	State Plan submitted to the U.S. Department of Education July 1, 1990
K.08	Develop curriculum guides for adult education programs.	I/C: AE	6/88	Curriculum guides provided to local schools
K.09	Develop and administer on-going needs and interest assessment instruments for continued staff development activities.	I/C: AE ES&CA: PD	8/88, 8/89, 8/90, 8/91, 8/92	Assessment instrument results and document outlining the areas of interest in adult and community education produced
K.10	Modify the program based on the results of the needs and interest assessment.	I/C: AE	8/89, 8/90, 8/91, 8/92	Plan focusing on the results of the needs and interest assessment revised and implemented

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: K**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.11 Coordinate the Section 306 Funding which includes advertisement, monitoring and evaluation.	I/C: AE	7/88, 7/89, 7/90, 7/91, 7/92	Proposals submitted and approved for funding with evaluation of each submitted
K.12 Coordinate the Section 310 Funding which includes advertisement, monitoring and evaluation.	I/C: AE	6/88, 6/89, 6/90, 6/91, 6/92	Proposals submitted and approved for funding with evaluation of each submitted
K.13 Develop the Adult Education State Plan.	I.C: AE	6/88	Adult Education Plan developed
K.14 Modify the Community Education State Plan.	I/C: AE	8/88, 8/89	Community Education State Plan modified
K.15 Identify/develop and utilize automated or computer assisted processes to improve adult education services to the disadvantaged, the handicapped and school dropouts.	I/C: AE	9/88	Evaluation reports completed on the effectiveness of computer assisted processes
		11/89	Program revised to reflect evaluation

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.16 Monitor, and follow-up on building status reports in coordination with the Division of Buildings and Grounds.	I/C: AE	9/88, 9/89, 9/90, 9/91, 9/92	Monthy progress reports filed in Adult Education Branch detailing repairs and renovations
K.17 Expand the teaching of English as a Second Language (ESL) to more adult centers and community schools.	I/C: AE	6/88, 6/89, 6/90, 6/91, 6/92	Course offerings in adult and community centers increased each year
K.18 Implement an adult literacy program.	I/C: AE	9/88, 6/89, 8/90, 6/91, 6/92	Annual status reports on the effectiveness of the literacy programs submitted
K.19 Develop and implement strategies to increase public awareness of adult education programs.	I/C: AE	9/88, 9/89, 9/90, 9/91 9/92	Public awareness strategies and techniques increased and placed of file in the Adult Education Branch office: 1. Number of publications, press releases, public meetings increased each year 2. Number of inquiries about Adult Education increased

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.19 (Continued)			3. Number of new enrollees increased 4. Annual public surveys showing greater public awareness
K.20 Develop and implement strategies to improve recruitment procedures and outreach activities.	I/C: AE	9/88, 9/89, 9/90, 9/91	Number of outreach activities documented. Annual survey to show the effectiveness of recruitment and outreach activities
K.21 Develop and implement plans that will help students remain in the Adult Education program to completion through assessment of students needs and appropriate program revisions.	I/C: AE	8/88, 8/89, 8/90, 8/91, 8/92	Needs assessment of students' program revisions in the local schools documented
		8/88, 8/89, 8/90, 8/91, 8/92	Percentage of adult students completing the program increased each year
K.22 Identify methods to increase the daily rate of attendance to at least 95 percent by SY 1992.	I/C: AE	6/88, 6/89, 6/90, 6/91, 6/92	Improved procedures implemented and improved attendance documented

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: K

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.23	Assess the General Education Development (GED) program and implement plans to steadily increase the number of students who pass the test.	I/C: AE	12/88, 12/89, 12/90, 12/91, 12/92	Yearly passing rate on the GED increased
K.24	Monitor and progressively improve the Blind and Visually Impaired Program.	I/C: AE	8/88, 8/89 8/90, 8/91, 8/92	Progress reports filed in the Adult Education Branch office
K.25	Develop an administrative handbook.	I/C: AE	6/88	Administrative handbook disseminated
K.26	Evaluate the instructional program in Audit Education and implement changes for effectiveness.	I/C: AE	7/88, 7/89, 7/90, 7/91, 7/92	Assessment results and outcomes of instruction documented with program changes implemented

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: L**

FUNCTION STATEMENT: Provide technical assistance to local schools in the implementation of models for school improvement at secondary level; and monitor, report, develop guidelines, and disseminate information and strategies that facilitate institutionalization of improvement activities.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
	(Federal Funding)	5	PS $ 199,163 OTPS $ 47,500 Total $ 246,663	6	PS $ 238,072 OTPS $ 198,275 Total $ 436,347	6	PS $ 247,595 OTPS $ 199,022 Total $ 446,617	6	PS $ 257,499 OTPS $ 74,030 Total $ 331,529

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
L.01 Provide technical assistance to secondary schools in the development and implementation of secondary school improvement plans.	I/C: SSI/IC	7/88	First year JHS improvement plans implemented at all schools
		7/88, 7/89, 7/90, 7/91, 7/92	Improvement made in student achievement, attendance and grades at all schools
		7/88, 7/89, 7/90, 7/91, 7/92	Third cycle of SHS improvement plans implemented at all schools

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: L

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
L.01 (Continued)		7/89, 7/90	JHS improvement plans revised
		7/91, 7/92	Staff development and training sessions provided each quarter to special target populations at the secondary level
L.02 Refine the organization of a central coordinating unit to design and monitor the implementation of school improvement activities, and to disseminate information on promising practices (reforms) piloted in the secondary schools.		7/88, 7/89, 7/90, 7/91, 7/92	Organization and operation of the Coordinating Council for Secondary School Improvement refined
		7/88, 7/89, 7/90, 7/91, 7/92	Monthly meetings conducted to review on-going improvement activities
		7/88, 7/89, 7/90, 7/91, 7/92	School improvement activities increased as documented on activity profiles and observed during monitoring of projects at local schools
		8/88, 8/89, 8/90, 8/91, 8/92	Local school implementation plans, received from each school, will include at least two promising practices adopted each year

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: L

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
L.02 (Continued)		8/88, 8/89, 8/90, 8/91, 8/92	SSIP update with information on promising practices and pilot programs disseminated on a regular periodic basis to all schools

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE:** M

FUNCTION STATEMENT: Ensure, as the State Education Agency (SEA), that a free appropriate public education is provided to all identified handicapped children and youth of school age in the District of Columbia.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
62	PS $ 2,028,878 OTPS $ 6,610,760 Total $ 8,639,638	62	PS $2,179,796 OTPS $6,745,975 Total $8,925,771	62	PS $2,275,053 OTPS $6,877,834 Total $9,152,887	62	PS $2,374,683 OTPS $7,015,391 Total $9,390,074	62	PS $2,502,615 OTPS $7,155,707 Total $9,658,322

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
M.01 Provide general supervision to all special education and pupil personnel services programs in the District of Columbia including public, parochial and private schools/programs which serve handicapped children and youth.	I/C: SE	7/88, 7/89, 7/90, 7/91, 7/92	Requests for and provision of technical assistance documented
M.02 Maintain close coordination with other city and state agencies to ensure comprehensive programming for all handicapped students who require special education.	I/C: SE	9/88, 9/89, 9/90, 9/91, 9/92	Interagency agreements developed and revised as appropriate

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: M

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
M.03	Coordinate the transfer of records between city agencies and courts and provide follow-up consistent with GAO requirements and litigated agreements.	I/C: SE	10/88, 10/89, 10/90, 10/91, 10/92	All records transferred per the interagency agreement
M.04	Monitor existing programs and services being provided to District of Columbia handicapped children and youth to determine compliance with federal and local laws, and program quality with State Program Standards.	I/C: SE	9/88, 9/89, 9/90, 9/91, 9/92	All programs monitored as scheduled, all corrective actions reviewed; and final letters of findings sent
M.05	Maintain state information and data relative to handicapped children and youth, and prepare analysis and reports required by the federal government, Superintendent of Schools and the Board of Education.	I/C: SE	2/88, 2/89, 2/90, 2/91, 2/92	Annual child counts submitted to U.S. Department
			2/88, 2/89, 2/90, 2/91, 2/92	Annual Data and Performance Reports submitted to U.S. Department of Education
M.06	Prepare and disseminate program guidelines, curriculum guides and directives and procedures consistent with the Superintendent's requirements, Board Rules and any laws or mandates affecting handicapped childdren and youth.	I/C: SE	9/88, 9/89, 9/90, 9/91, 9/92	Annual Report submitted to Board of Education
			9/88, 9/89, 9/90, 9/91, 9/92	Directives, procedures and program guidelines reviewed and revised/newly developed and disseminated as appropriate

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: M

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
M.07 Serve as the pass-through mechanism to the DCPS and D.C. Department of Human Services of selected federal funds and allocate other monies consistent with State authority.	I/C: SE	10/88, 10/89, 10/90, 10/91, 10/92	All federal funds and allocations passed-through to appropriate agencies consistent with state authority
M.08 Provide liaison and support to State Advisory Panel on Special Education in the District of Columbia.	I/C: SE	7/88, 7/89, 7/90, 7/91, 7/92	Documentation of support to state Advisory Panel provided
		10/88, 10/89, 10/90, 10/91, 10/92	Response to Annual Report on Unmet Needs submitted to Board of Education
M.09 Identify state-wide needs of personnel serving handicapped children and youth and develop and implement a comprehensive system of personnel development.	I/C: SE ES&CA: PD	6/88, 6/89, 6/90, 6/91, 6/92	Annual needs assessment conducted
		9/88, 9/89, 9/90, 9/91, 9/92	Comprehensive system of personnel development completed and documented in annual report

OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: M**

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
M.10	Provide comprehensive psychoeducational assessment and Individualized Education Programs (IEP's) for handicapped juveniles in Youth Services Administration programs and institutions.	I/C: SE	9/88, 9/89, 9/90, 9/91, 9/92	Assessment and IEP's provided within Mills mandated timelines
M.11	Maintain contact and liaison with parent, advocacy and other community based groups, as appropriate, in planning and implementing state-wide activities	I/C: SE	9/88, 9/89, 9/90, 9/91, 9/92	Parents, advocacy and other community-based groups included in appropriate planning and implementative activities
M.12	Develop and disseminate state requirements and regulations subsequent to Federal enactments and amendments related to Special Education	I/C: SE	10/88, 10/89, 10/90, 10/91, 10/92	State requirements and regulation reviewed, revised and/or newly developed and disseminated as required
			4/89	State Plan developed and submitted to U.S. Department of Education

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: M

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
M. 13	Formulate for Mayoral review and City Council approval appropriate State legislation for Special Education in the District of Columbia.	I/C: SE	9/90	Draft State Legislation on Special Education submitted to Superintendent
M.14	Develop and monitor statewide initative in the area of transition for handicapped youth.	I/C: SE	1/88	State guidelines on transition developed
			9/88, 9/89, 9/90, 9/91, 9/92	Transition initiative monitored and documented in annual report

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: N**

FUNCTION STATEMENT: Administer all programs and activities supported by P.L. 94-142 and ensure that a free and appropriate public education and required related services are provided for all identified handicapped children and youth.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
492	PS $13,625,123 OTPS $ 680,310 **Total** $14,305,433	532	PS $ 15,195,596 OTPS $ 700,719 **Total** $ 15,896,315	572	PS $ 17,047,027 OTPS $ 721,751 **Total** $ 17,768,778	612	PS $ 19,060,534 OTPS $ 743,393 **Total** $ 19,803,927	612	PS $ 20,404,225 OTPS $ 765,694 **Total** $ 21,169,919

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
N.01 Reorganize the division to assure more efficient delivery of services to all students.	I/C: SE	1/88	Reorganizational chart and personnel actions completed
N.02 Develop yearly priorities for the Division of Special Education (LEA) and an Action Plan for the implementation of priorities.	I/C: SE	7/88, 7/89, 7/90, 7/91, 7/92	Yearly priorities developed
		8/88, 8/89, 8/90, 8/91, 8/92	Action plan developed

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: N

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
N.03 Enable Special Education (SE) students to master an increasing number of IEP objectives.	I/C: SE	8/88, 8/89, 8/90, 8/91, 8/92	An increased number of IEP objectives mastered per child as documented in IEP Monitoring Report
N.04 Provide appropriate diagnostic and placement services and evaluate effectiveness.	I/C: SE	5/88, 5/89, 5/90, 5/91, 5/92	Disability code and placement analysis report developed indicating IEP achievement
N.05 Evaluate the continuum and delivery of special education services for children ages 3 to 22 in public schools, and regional and citywide programs.	I/C: SE	5/88	Model developed to monitor special education
N.06 Increase the number of students receiving services via mainstreaming	I/C: SE	5/88, 5/89, 5/90, 5/91, 5/92	Number of students mainstreamed and hours increased as documented in statistical reports
N.07 Increased budgetary support for special education programs	I/C: SE	10/88, 10/89, 10/90, 10/91, 10/92	Budget increased

6-150

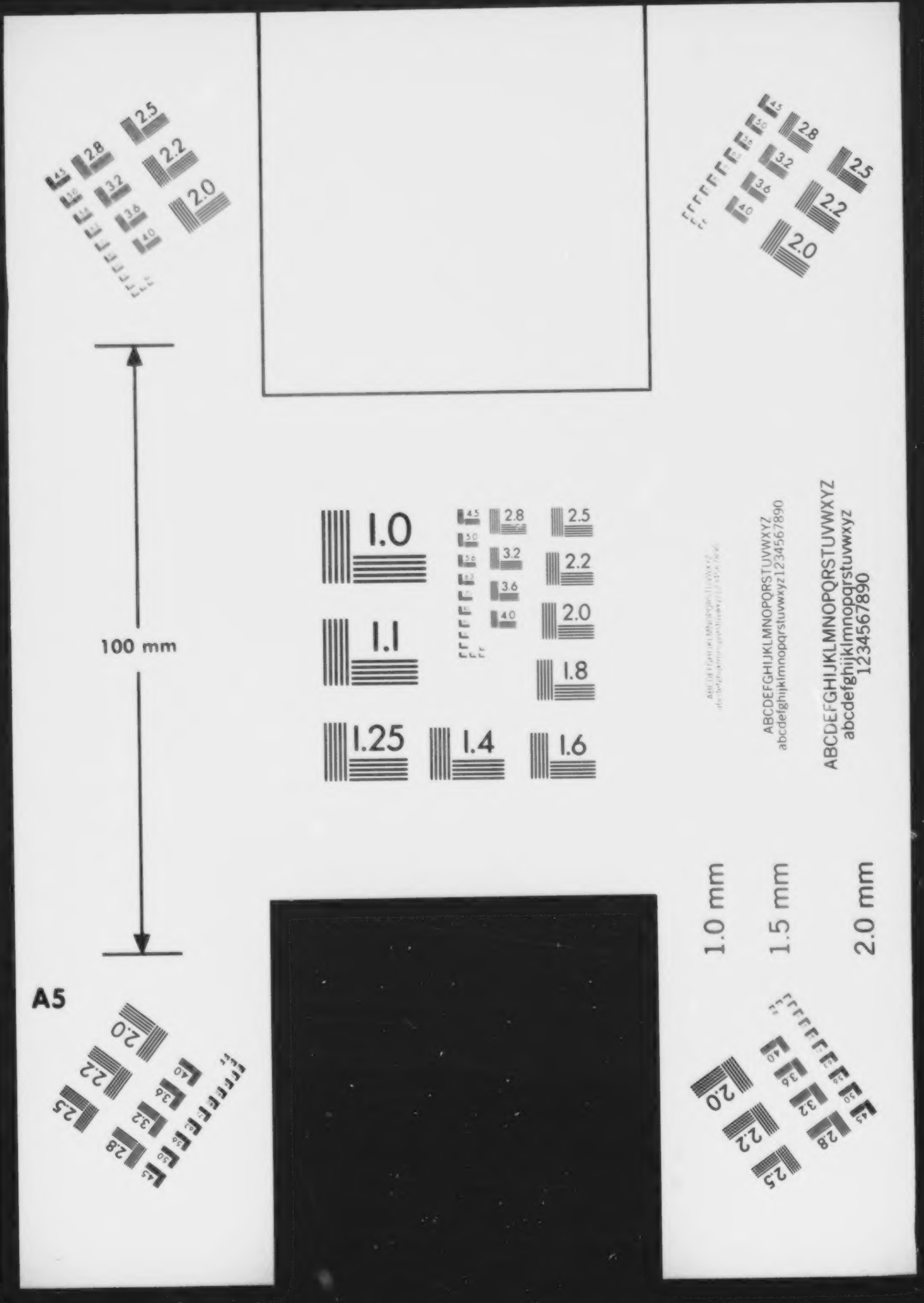
OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: N**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
N.08 Develop an instrument for tracking referral and placement services.	I/C: SE	5/90	Tracking system developed
		5/91, 5/92	Tracking system implemented
N.09 Ensure that all persons teaching SE will be certified in SE and enhance recruitment efforts to attract qualified SE personnel.	I/C: SE	8/92	All SE teachers certified by August 1992
		5/88, 5/89, 5/90, 5/91 5/92	Number of recruitment activities increased resulting in certified persons being hired
N.10 Analyze the referral process to ascertain reasons for specific high numbers of regional referrals.	I/C: SE	12/88	Report developed by Operations Program and Regional Director
		5/89	Recommendations made
		12/90	Program revised

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: N

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
N.11	Standardize procedures for hearings that will include programs for staff development including Ombudsman/Mediation.	I/C: SE ES&CA: PD	12/88	Model for delivery of services from pre-hearing to feedback, developed by Legal Advisor/Program Operations staff
			9/89	Model for delivery of services implemented
N.12	Maintain contact and liaison with parent, advocacy and other community-based groups.	I/C: SE	12/88, 12/89, 12/90, 12/91	Regional parent liaison program established and maintained
N.13	Examine the utilization of paraprofessionals for staffing purposes.	I/C: SE	5/88, 5/89, 5/90, 5/91, 5/92	Report developed and staff assigned based on report recommendations
N.14	Pilot parent advisors for regional programs.	I/C: SE	10/89, 10/91	Positions established and in place in Regions A and D in 1989 and B and C in 1991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OFFICE OF THE DEPUTY SUPERINTENDENT **PLAN FUNCTION CODE: N**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
N.15 Examine the utilization of space and possibilities for program expansion across the regions.	I/C: SE	5/88, 5/89, 5/90, 5/91, 5/92	Report developed by Director of Operations Program and/or Regional Directors
N.16 Standardize all regional and programmatic records and delivery of services within specific regions/programs.	I/C: SE	5/90	Uniform data based network with operational guidelines and procedures developed and utilized
N.17 Establish early intervention models whereby young handicapped children ages 3 to 5 are readily identified.	I/C: SE	8/88, 8/89, 8/90, 8/91, 8/92	Early intervention model developed and utilized
N.18 Ensure pupil/teacher ratios that are within program guidelines.	I/C: SE	5/91, 5/92	Pupil/teacher ratios monitored and appropriate offices notified of discrepancies with program guidelines
N.19 Increase medical support services to children.	I/C: SE	6/88, 6/89, 6/90, 6/91, 6/92	Medical services increased as medical referrals are included in Annual IEP reviews

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: N

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
N.20	Provide on-going staff development in the areas of certification and/or staff responsibility	I/C: SE ES&CA: PD	5/88, 5/89, 5/90, 5/91, 5/92	At least one staff development session received by each staff member each year
			5/88, 5/89, 5/90, 5/91, 5/92	Classes and programs developed in additional schools
N.21	Provide bilingual special education services to language minority students who have been identified as handicapped	I/C: SE, SN/AP	5/88, 5/89, 5/90, 5/91, 5/92	Additional Hispanic and other language minority students provided special services each year
N.22	Increase performance of LEA personnel.	I/C: SE	5/88, 5/89, 5/90, 5/91, 5/92	Satisfactory and above ratings on annual personnel evaluations increased
N.23	Ascertain teacher input relative to special education programs and concerns	I/C: SE	8/88, 8/89, 8/90, 8/91, 8/92	Survey of teacher issues and concerns conducted
			8/88, 8/89, 8/90, 8/91, 8/92	Recommendations and concerns reviewed and program revisions made

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: 0**

FUNCTION STATEMENT: Administer supplementary academic services and support student self-image improvement in local target schools; direct program implementation. monitoring, and regulatory compliance; and, provide technical assistance, staff development, and parental involvement through the Chapter 1 Program.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET (Federal Funding)	NO. STAFF	BUDGET (Federal Funding)	NO. STAFF	BUDGET (Federal Funding)	NO. STAFF	BUDGET (Federal Funding)	NO.	BUDGET (Federal Funding)

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
O.01 Administer a program for supplementary services to improve the performance of Chapter 1 students in reading, writing, mathematics, and science in elementary and secondary schools.	I/C: W, Sc, M, ET P&SI: SICE ES&CA: SA	6/88, 6/89, 6/90, 6/91, 6/92	Performance by Chapter 1 students improved on standardized tests, DCPS criterion-referenced tests, and other measures of achievement in reading, writing, mathematics, and science
		1/88, 6/88, 1/89, 6/89, 1/90, 6/90, 1/91, 6/91, 1/92, 6/92	Percentage of students retained and in transitional classes reduced

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: 0

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
O.02	Support student self-image improvement.	P&SI: SICE ES&CA: SA	6/88, 6/89, 6/90, 6/91, 6/92	Performance improved on designated measures of self-image (formal and informal)
O.03	Develop and implement innovative programs and practices for implementation as a pilot project(s) to test new approaches addressing the special instructional needs of Chapter 1 students.	I/C: W, Sc, M, ET, SSI/IC P&SI: SICE ES&CA: SA	9/88, 9/89, 9/90, 9/91	Projects piloted
O.04	Expand to other schools those pilot projects which appear to have an effective impact on student achievement, in incremental stages in ensuing years, as fiscally feasible and educationally sound.	I/C: W, Sc, M, SSI/IC, ET P&SI: SICE ES&CA: SA	9/88, 9/89, 9/90, 9/91	Effective pilot projects expanded to additional schools

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: 0

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
0.05	Develop improved utilization of computer technology to support, assist, and manage the instruction of Chapter 1 students in elementary and secondary schools.	I/C: W, Sc, M, ET SSI/IC P&SI: SICE ES&CA: SA	6/88, 6/89, 6/90, 6/91, 6/92	Utilization of computer technology increased and creatively expanded each year
0.06	Administer pupil support services to supplement those provided by the regular school district for Chapter 1 students.	ES&CA: G/C, SA	6/88, 6/89, 6/90, 6/91, 6/92	Attendance rates by Chapter 1 students improved in elementary and secondary schools
			6/88, 6/89, 6/90, 6/91, 6/92	Referrals for pupil personnel services decreased as indicated on the Evaluation System Forms #300 and #301

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: O

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
O.07 Direct the implementation of programs and projects in elementary and secondary schools, in compliance with federal guidelines and regulations, and school district Board of Education policies and procedures.	I/C: W, Sc, M, SSI/IC, ET P&SI: SICE ES&CA: SA	6/88, 6/89 6/90, 6/91 6/92	Stated goals and objectives achieved as transmitted to U.S. Department of Education
		6/88, 6/89, 6/90, 6/91, 6/92	Student achievement improved as interpreted by NCE's reported to U.S. Department of Education

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: O

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
O.08	Administer a program of parental involvement in program development and evaluation, and parental support in all Chapter 1 schools.	I/C: W, Sc, M, ET, SSI/IC, P&SI: SICE ES&CA: SA	6/88, 6/89, 6/90, 6/91, 6/92	Amount and quality of parent participation in program development and assessment, and in classroom volunteer support activities increased
			6/88, 6/89, 6/90, 6/91, 6/92	Performance ratings improved
O.09	Improve instructional and instruction-related competencies and performance of Chapter 1 teachers, aides and other staff.	ES&CA: PD	1/88, 6/88 1/89, 6/89 1/90, 6/90 1/91, 6/91 1/92, 6/92	Attendance and participation in training experiences, involvement by teachers and aides as trainers of and demonstration models for their peers, and requests for training, support and assistance increased

PLAN FUNCTION CODE: 0

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
O.09	(Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Utilization of improved and/or new practices and procedures increased
O.10	Disseminate descriptive program information to schools, other districts, parents, and the community, and statistical data to the U.S. Department of Education, at least on an annual basis.	I/C: W, Sc, M, SSI/IC, ET P&SI: SICE ES&CA: SA	6/88, 6/89, 6/90, 6/91, 6/92	Periodical newsletters; descriptive program brochures; the program bulletins of national professional organizations containing information on presentations and demonstrations by program staff delivered during national, regional and/or local conferences; the required federal reports; and memoranda and other communication to school personnel, parents, and other school districts disseminated

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: 0

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
O.11 Develop a citywide Chapter 1 Program design for each ensuing fiscal year.	M: MgtS	6/88, 6/89, 6/90, 6/91, 6/92	Annual district plan of operations prepared
		6/88, 6/89, 6/90, 6/91, 6/92	Annual application for federal financial assistance, in accordance with the provisions of Chapter 1, ECIA, approved by the Board of Education
O.12 Evaluate program impact and effect upon student achievement on an annual basis, and for a sustained multi-year period.	M: MgtS	6/88, 6/89, 6/90, 6/91, 6/92	Program impact evaluated annually
		9/88, 9/89, 9/90, 9/91, 9/92	Program revisions as indicated by the evaluation and on-going assessments implemented

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF THE DEPUTY SUPERINTENDENT **FUNCTION CODE: P**

FUNCTION STATEMENT: Direct the planning and implementation of programs that ensure a safe and secure school learning environment, and provide security services throughout the school system.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
190	PS $3,973,332 OTPS $ 369,640 Total $4,342,972	208	PS $ 4,465,651 OTPS $ 380,729 Total $ 4,846,380	219	PS $4,844,726 OTPS $ 391,533 Total $5,236,259	230	PS $5,063,765 OTPS $ 403,279 Total $5,467,044	242	PS $5,549,118 OTPS $ 415,377 Total $5,964,495

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
P.01	Provide payroll delivery services.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Checks for teachers and other employees delivered on time every payday
P.02	Develop, implement and monitor Safety and Security Awareness Programs.	P&SI: PSI	8/88, 8/89, 8/90, 8/91, 8/92	Number of safety and security programs increased at local schools and in the community
P.03	Provide night patrol and monitoring of school buildings and alarm systems.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Burglaries and unlawful entries decreased

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: P

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
P.04	Provide security aides/assistance in elementary, secondary and evening schools.	M: MgtS	9/88, 9/89, 9/90, 9/91, 9/92	Security personnel assigned and maintained at all schools
P.05	Conduct internal investigations of all criminal acts.	P&SI: PSI	8/88, 8/89, 8/90, 8/91, 8/92	All criminal acts investigated and reports filed in the Security Office
P.06	Provide security at school events both during and after regular hours.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Security services provided for all school events which are determined to require it both during and after regular hours
P.07	Conduct and evaluate safety and health surveys and inspections to determine safety and health hazards and recommend appropriate remedies.	P&SI: PSI M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Number of actions and injuries reduced

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: P

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
P.08	Provide a personnel and student identification program.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Identification photos provided for new employees and secondary students, and lost I.D. photos replaced
P.09	Provide a twenty-four (24) hour radio communications network.	M: MgtS	1/88, 1/89, 1/90, 1/91, 1/92	Twenty four (24) hour radio communications provided with minimal interrupted service
P.10	Provide a Youth Awareness Program in selected schools.	P&SI: SICE, PSI	8/88, 8/89, 8/90, 8/91, 8/92	Number of schools participating in the Youth Awareness Program increased
P.11	Prevent, reduce, or minimize violence, vandalism, and other criminal acts.	P&SI: PSI	8/88, 8/89, 8/90, 8/91, 8/92	Number of incidents occurring in school reduced

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: P

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
P.12	Conduct a hazardous waste management program.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Contract for the identification and disposal of hazardous materials awarded, monitored and monthly reports filed
P.13	Assist implementation of a comprehensive drug abuse instructional program.	P&SI: PSI	8/88, 8/89, 8/90, 8/91, 8/92	Program provided in coordination with the Student Services Office
P.14	Develop a policy statement on safety and security.	P&SI: PSI M: MgtS	1/88	Policy statement submitted for review
			3/88	Policy statement approved
P.15	Assist in conducting a study of the Division of Safety and Security to determine adequacy to perform mission and feasibility of contracting for security personnel.	M: MgtS	6/88	Study completed and report provided

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: P

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
P.16 Develop employee pool for selecting and hiring Safety and Security personnel.	M: PP	1/88	Employee pool formed
P.17 Develop criteria for training level positions EG-2 and EG-3 and provide training and examination for movement to entry level EG-4 Security Aides.	M: PP	8/88, 8/89, 8/90, 8/91, 8/92	Job descriptions, training programs, and examination criteria established
P.18 Develop background check procedure and assist in development of some form of psychological assessment for security personnel applicants.	M: PP	8/88	Psychological assessment instrument and/or measures and background check procedures developed
P.19 Hire additional qualified security personnel to free assistant principals from security-related tasks.	M: MgtS, PP	10/88	Additional personnel in FY 89 Budget Request

OFFICE OF THE DEPUTY SUPERINTENDENT

PLAN FUNCTION CODE: P

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
P.20	Develop, implement and monitor all training for Safety and Security personnel to include increased coordination with other security agencies and organizations.	ES&CA: PD M: MgtS	6/88	All staff trained at least once a year as a result of establishment of regularized training program and schedule of available training from other agencies

OFFICE MISSION AND FUNCTIONS

OFFICE OF INSTRUCTION

MISSION: To direct and manage the instructional program of the District of Columbia Public Schools in order to increase student achievement, enhance student and staff feelings of self worth, and enable students to enter into successful employment and higher education upon graduation.

FUNCTIONS:

A. Provide direction and leadership in the development and implementation of curriculum, instructional support, program development, staff development, corporate involvement and special projects.

B. Direct, supervise, monitor and support the implementation of functions and responsibilities of Benneker Academic High School, Duke Ellington School of the Arts and School Without Walls.

C. Develop, design, implement and coordinate citywide professional growth for all school system employees in support of the school system's mission and priority areas.

D. Develop and implement career-focused high school programs and provide technical assistance to existing partnership programs.

E. Serve as the catalyst for technology-based planning activities at various administrative levels; design and implement strategies for short and long-range comprehensive educational planning; initiate the development/adoption of new programs; and, provide technical assistance in planning and program development.

F. Design and implement plans and procedures for the utilization of educational technology in instructional programs.

G. Provide state level services, including grantsmanship, technical assistance and monitoring in support of the school system's obtaining and administering federal and other grants.

H. Conduct physical planning activities for the school system including the maintenance of data that support long-term planning for projected building utilization and facility improvements.

I. Direct and coordinate the development of the curriculum and criterion-referenced tests.

J. Provide instructional direction for the subject areas in grades Pre K-12, including the setting of program requirements and standards, the recommendation of instructional materials for adoption, and direct assistance and instructional support to teachers in the classroom.

K. Direct and coordinate special programs such as early childhood, gifted and talented, and grant funded programs.

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION **FUNCTION CODE: A**

FUNCTION STATEMENT: Provide direction and leadership in the development and implementation of curriculum, instructional support, program development, staff development, corporate involvement and special projects.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
9	PS $ 397,758 OTPS $ 41,273 Total $ 439,031	9	PS $ 409,691 OTPS $ 42,511 Total $ 452,202	9	PS $ 426,079 OTPS $ 43,786 Total $ 469,865	9	PS $ 443,122 OTPS $ 45,100 Total $ 488,222	9	PS $ 465,278 OTPS $ 46,453 Total $ 511,731

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
A.01 Set operational targets/goals with division/program directors and monitor operations.	M: LSL, PP	8/88, 8/89, 8/90, 8/91, 8/92	Office performance objectives established in Form A's
		9/88, 9/89, 9/90, 9/91, 9/92	Education Plans submitted
		6/88, 6/89, 6/90, 6/91, 6/92	Operations of the Divisions monitored

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: A

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
A.02 Develop annual budget plans for planning period SY 1988-92 and provide leadership in the implementation of programs.	M: Mgt S	9/88, 9/89, 9/90, 9/91, 9/92	Annual budget plans submitted
A.03 Establish a Department of Elementary Education to provide leadership and direction to all aspects of operations.	I/C: W, Sc, M, EC SxE, G/T, ET, M: Mgt S, Mu, Art, S/D, H, PE	6/88, 6/89, 6/90, 6/91, 6/92	Programs implemented
		6/88	Operational coordinating unit for elementary education established
A.04 Complete improvements in the textbook procedures including further reduction of textbooks from which schools can select.	M: Mgt S	6/88	Textbook requisition process, including publisher information, computerized
		6/90	Number of textbooks reduced
A.05 Ensure development of drug abuse instructional program in every school with elementary school implementing the "Know Your Body" curriculum.	I/C: SxE, H P&SI: PSI	6/88	Drug prevention program operational in every elementary and secondary school
		6/88	Drug prevention curriculum developed

OFFICE OF INSTRUCTION **PLAN FUNCTION CODE: A**

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
A.06	Reassess the school system's Fourteen Instructional Goals and Desired Learning Outcomes and revise, as appropriate.	I/C: W, Sc, M, EC, SxE, Mu, Art, H, PE, P&SI: SICE, PSI	3/90	Fourteen Instructional Goals and Desired Learning Outcomes reassessed, and revised, as appropriate

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION **FUNCTION CODE: B**

FUNCTION STATEMENT: Direct, supervise, monitor and support the implementation of functions and responsibilities of Banneker Academic High School, Duke Ellington School of the Arts and School Without Walls.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
98	PS $3,282,585 OTPS $ 311,097 Total $3,593,682	98	PS $3,433,864 OTPS $ 320,430 Total $3,754,294	98	PS $3,627,188 OTPS $ 330,043 Total $3,957,231	98	PS $3,832,123 OTPS $ 339,944 Total $4,172,067	98	PS $4,087,851 OTPS $ 350,142 Total $4,437,993

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.01 Ensure the establishment of a student accountability system that provides accurate information on attendance, drop-out and enrollment data.	ES&CA: SA	6/88	Accountability system established
B.02 Increase enrollment in accelerated programs at Banneker, School Without Walls and Ellington.	I/C: SSI/IC	6/90	At least 25% of Banneker and 8-10% of Ellington and School Without Walls students enrolled in advanced placement or college level courses
B.03 Expand cross-agency planning between area universities, particularly publicly supported institutions, and the three special high schools to improve, enhance and enrich the instructional program.	I/C: All	6/88, 6/89, 6/90, 6/91, 6/92	Comparative study conducted evidencing expanded coordination and cooperation

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: B

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.04	Direct administrators in implementing strategies to increase achievement scores on standardized tests such as the Scholastic Aptitude Tests (SAT) and Comprehensive Tests of Basic Skills (CTBS), particularly in math and science (Ellington).	M: LSL, SSI/M	6/88, 6/89, 6/90, 6/91, 6/92	Increased scores on SAT and CTBS
B.05	Direct administrators in implementing strategies to increase promotion rates and grade point averages.	M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	Promotion rates increased, and grade averages improved
B.06	Direct the development and implementation of a tracking system for the graduates of Ellington, Banneker and School Without Walls.	M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	An effective tracking system developed and implemented
B.07	Direct development and implementation of strategies to increase internships and placement opportunities.	M: LSL	10/88, 10/89, 10/90, 10/91, 10/92	Internships and placements increased as documented in yearly comparative study
B.08	Develop and implement plans that support Board policy to increase parent/community awareness of system operation, and involvement/participation in all aspects of student growth.		6/88, 6/89, 6/90, 6/91, 6/92	Parent/community participation increased in school activities as detailed in a comparative study
B.09	Direct modification and implementation of plans to improve student class/school attendance.	ES & CA: SA M: LSL	6/88, 6/89, 6/90, 6/91, 6/92	Average daily attendance improved each year

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: B

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.10	Examine and improve resources for Theater at Ellington, beginning SY 1987-88.	M:SSI/M, MS	6/88, 6/89, 6/90, 6/91, 6/92	Written documentation and visual/auditory improvements in evidence
B.11	Ensure establishment and implementation of a mechanism for notification, report forms and accountability.	M: LSL	1/88, 1/89, 1/90, 1/91, 1/92	All notifications, report forms and required documents returned as requested or within 2 weeks of receipt
B.12	Develop and utilize instruments to measure school climate, effective school criteria, staff and student satisfaction and productivity.	M: LSL	3/88	Instruments on school climate, effective schools, and staff and student satisfaction and productivity developed
			3/89, 3/90, 3/91, 3/92	Instrument utilized

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION **FUNCTION CODE: C**

FUNCTION STATEMENT: Develop, design, implement and coordinate citywide professional growth for all school system employees in support of the school system's mission and priority areas.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
12	PS $ 478,825 OTPS $ 372,922 Total $ 851,747	12	PS $ 508,857 OTPS $ 379,174 Total $ 888,031	12	PS $ 529,211 OTPS $ 398,133 Total $ 927,344	12	PS $ 550,379 OTPS $ 414,058 Total $ 964,437	12	PS $ 577,898 OTPS $ 426,480 Total $1,004,378

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.01 Assess the training needs of each major category of DCPS staff on a regular basis: new employees in all categories, support personnel, teachers needing assistance with instructional skills, and other categories of personnel.	ES & CA: PD	3/88, 3/89, 3/90, 3/91, 3/92	Training needs spelled out for each group in needs assessment/planning document
C.02 Identify program and policy changes that will require employee training for each year.	ES & CA: PD	7/88, 7/89, 7/90, 7/91, 7/92	Program and policy changes requiring employee training specified in Annual Report narrative

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: C

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.03	Compile individual requests for training in a systematic manner so as to enable priority needs to be met.	ES & CA: PD	7/88, 7/89, 7/90, 7/91, 7/92	Data summary from surveys of all major categories of staff included in Annual Report narrative
C.04	Design and implement program to orient every new DCPS employee to DCPS expectations, policies, procedures and practices pertinent to his or her effective performance.	ES & CA: PD	1/88	New employee orientation program developed
			9/88, 9/89, 9/90, 9/91, 9/92	New employees oriented each year
C.05	Insure that every member of instructional staff receives training in every skill area needed to achieve competency and certification, including: applied skill area teachers who are not fully credentiated; teachers who need to improve instructional skills, and classroom paraprofessionals.	I/C: All	1/89, 1/90, 1/91, 1/92, 1/93	Staff development on identified needs provided to all teachers who: (1) need credentials, (2) need instructional skills improvement, or (3) are classroom paraprofessions
C.06	Provide training to keep instructional staff current in content areas affected by significant new developments.	I/C: M, MS, PE, ES&CA: PD	6/88, 6/89, 6/90, 6/91, 6/92	Training provided each year to teachers of marketable skills, new technology and/or mathematics, physical education, and any areas identified in future needs assessments

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.07 Upgrade staff skills and knowledge in areas identified as priority areas for strengthening.	I/C: Sc, SN/AP, SxE, S/D	6/88, 6/89, 6/90, 6/91, 6/92	Training provided each year in each of the following areas: (1) Counseling (2) School leadership (3) Elementary science teaching (4) Speech and drama/English teachers (5) Health education, especially K-3 ("Know Your Body") (6) Sex education, elementary and junior high levels (7) ESL: language courses for teachers & administrators (8) Injury prevention - athletic staff (9) Security staff (coordinate training) (10) Non-instructional supervisors and managers (11) Areas identified in future needs assessments

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.08 Provide training to support new programs and changes in technology.	I/C: EC, SSI, AP, ET, H, PE ES&CA: PD M: LSCM	6/88, 6/89, 6/90, 6/91, 6/92	Training provided in each of the following areas: (1) Secondary School Improvement--school-based plans, guidance and counseling (2) Expanded Early Childhood program - training for all EC staff (3) Expansion of Advanced Placement to all high schools (4) Revised Health curriculum (5) Revised Physical Education curriculum
C.09 Provide training to support systemwide improvement in student performance and behavior in writing, self-esteem and other identified areas.	I/C: W, SxE, P&SI: SICE, ES&C: PD	6/88, 6/89, 6/90, 6/91, 6/92	Training provided in each of the following areas: (1) Writing in all grades and subjects (2) Student self esteem through teachers, principals, and curriculum

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.10 Support individuals' professional development, skill mastery beyond the base level, and excellence through advanced study and training in the content areas, development of promising candidates for principalship and other identified categories.	ES&CA: PD	1/88, 6/88, 1/89, 6/89, 1/90, 6/90, 1/91, 6/91, 1/92, 6/92	At least 30 courses for recertification credit provided or facilitated each semester
		6/88, 6/89, 6/90, 6/91, 6/92	Appropriate developmental activities provided for identified candidates for principalship
C.11 Develop teacher and school capacity for self-directed instructional improvement and professional growth, as part of Secondary School Improvement and other future initiatives.	I/C: SSI/IC ES&CA: PD	1/88	Design for developing teacher and school capacity for self-directed improvement and growth completed
		6/89, 6/90, 6/91, 6/92	Self-directed improvement and growth program utilized in every school as evidenced during local school assessment

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.12 Evaluate impact of professional development activities on staff, students and system performance.	ES&CA: PD	12/88	Evaluation design developed
		7/89, 7/90, 7/91, 7/92	Professional development activities evaluated and reported in Annual Report
		8/89, 9/90, 9/91	Professional development activities revised as appropriate

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION **FUNCTION CODE: D**

FUNCTION STATEMENT: Develop and implement career-focused high school programs and provide technical assistance to existing partnership programs.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
6	PS $ 185,391 OTPS $ 181,714 Total $ 367,105	13	PS $ 468,781 OTPS $ 140,764 Total $ 609,545	16	PS $ 606,049 OTPS $ 144,987 Total $ 751,036	19	PS $ 747,613 OTPS $ 149,337 Total $ 896,950	21	PS $ 853,537 OTPS $ 153,818 Total $1,007,355

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
D.01	Develop a comprehensive recruitment plan aimed at students in all middle and junior high schools in order to increase enrollment in Public Private Partnership Programs.	I/C: MktS	8/88, 8/89	Enrollment in PPP Programs with focus on Tourism and Travel, Communications and Health Careers increased
D.02	Expand current PPP Program to include a Career-Focused Teaching Professions Program at Coolidge Senior High.	I/C: MktS	8/88	Program developed including specialized course content, summer internship and partnerships with local universities and associations

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
D.02 (Continued)		8/88	First class of 50 students recruited
		7/89	First year's assessment reported including performance of students, advisory council and staff
		9/89	Program revised based upon first year report
		7/90	Second evaluation reported
		7/91	First class graduated and number of college placements reported
D.03 Continue the development of curriculum materials for specialized classes within the PPP Program.	I/C: MktS	9/88, 8/92	Curriculum products for specialized courses completed and courses implemented

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: D

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
D.04	Provide new staff members with industry exposure to refine programmatic goals of each PPP Program to meet industry needs.	ES&CA: PD	7/88, 7/89, 7/90, 7/91, 7/92	Externships provided for teachers and staff members at various industry sites
D.05	Project future trends in the labor market by utilizing data from U.S. Department of Labor.	I/C: MktS	4/88, 4/92	Listing of skills and training needed based on projections developed
			7/90	Plans developed based on list to provide academic training in featured industries
			7/91	Plans to provide academic training in featured industries through career focused programs implemented
D.06	Expand the Career Enrichment (CEP) component of the PPP Program to additional elementary and middle schools in order to reach additional "at risk" students.	I/C: SN/AP	10/88	Enrollment and participation by additional schools increased in the CEP program for "at-risk" students in grades 4-8

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: D

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
D.07	Develop supplementary in-school activities to augment the CEP summer program with activities to be highly motivational, self-esteem building, and designed specifically for students enrolled in the CEP Program.	I/C: SN/AP	10/89	Daily attendance increased and student grades improved
D.08	Revise monitoring system currently utilized by PPP to provide broader data on program functions.	M: MgtS	8/88, 8/89	Monitoring system revised and utilized to modify program where needed
D.09	Merge existing PPP data base with new SIMS System in order to accurately track students from their initial enrollment in the program through post-graduate studies or employment.	M: MS	11/88	Data reports produced by SIMS System on PPP students
			5/89	Computerized instrument to implement longitudinal studies of PPP graduates

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: D

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
D.10	Upgrade PLATO computers in three PPP schools from floppy disk 110 system to local network hard disk system (Eastern, McKinley and Wilson Senior High Schools).	I/C: ET	8/88	Hard disk system installed in laboratories
D.11	Provide staff development activities for PPP central and field staff.	ES&CA: PD	7/92	Staff development provided for all PPP staff members
D.12	Design and implement evaluation tool for total review of PPP Program and its levels of effectiveness.	M: MgtsS	7/88, 9/89, 7/90	Evaluation tool developed; evaluation used and program weakness identified; and, program revised based on evaluation results
D.13	Establish relationships with additional private and public institutions in order to broaden support for current and future PPP Programs.	I/C: MgtS	7/88	Additional school level partnerships established

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: D

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
D.14	Maintain relationships with current private and public sector partners.	I/C: MktS	8/88	Calendar of events established by Private Sector Steering Committee supported
D.15	Develop final revision of Employability Studies Program (ESP) Curriculum for grades 7-12.	I/C: MktS	6/89	Employability studies program completed and approved
D.16	Train teaching staff to implement the Employability Studies Program at school level.	I/C: MktS	6/90	Training for employability skills provided
			9/90	Employability skills program implemented in grades 7-12
D.17	Develop ESP curriculum for grades Pre-K-6.	I/C: MktS	8/88, 8/90	Phase I of lower grades ESP curriculum approved
D.18	Presentation of ESP curriculum by grade level (Phases 1 & 2).	I/C: MktS	8/91	Phase II of lower grades ESP curriculum approved

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: D

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
D.19	Train teaching staff and implement ESP curriculum.	I/C: MktS	8/91, 8/92	Completion of training; Implementation of program in grades Pre-K-6
D.20	Monitor ESP curriculum in all grades level to determine effectiveness of program in providing employability skills to students.	I/C: MktS	7/92	Report detailing effectiveness of program in promoting employability skills among students grades 7-12 completed
			8/92	Revision of program as cited by evaluation initiated

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION **FUNCTION CODE: E**

FUNCTION STATEMENT: Serve as the catalyst for technology-based planning activities at various administrative levels; design and implement strategies for short and long-range comprehensive educational planning; initiate the development/adoption of new programs; and, provide technical assistance in planning and program development.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
8	PS $ 336,850 OTPS $ 59,172 Total $ 396,022	8	PS $ 346,956 OTPS $ 60,947 Total $ 407,903	8	PS $ 360,834 OTPS $ 62,775 Total $ 423,609	8	PS $ 375,267 OTPS $ 64,658 Total $ 439,925	8	PS $ 394,030 OTPS $ 66,598 Total $ 460,628

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.01	Design and implement a planning process for a multi-year education plan.	M: MgtS	8/87	Comprehensive Multi-Year Plan SY 1988-92 published
			8/92	Comprehensive Multi-Year Plan, SY 1993-97 published
E.02	Design and implement a planning process for each annual update of the multi-year education plan.	M: MgtS	8/88, 8/89, 8/90, 8/91	Annual Plan published
			4/92	Systemwide needs assessment using Spring 1987 forms and process conducted as a post test with a report on progress disseminated

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.03 Coordinate the monitoring of progress on each objective contained in the multi-year plan; compare the stated indicators of achievement with levels of progress; and, develop summary report of monitoring results.	M: MgtS	9/87	Each office's monitoring and reporting of progress facilitated
		1/88	System for tracking completion of indicators developed and implemented
		5/88, 5/89, 5/90, 5/91	Monitoring system reviewed, revised, and implemented (with a summary report submitted to the superintendent)
		8/92	5-year monitoring summary included in the Multi-Year Plan
E.04 Establish and monitor, in cooperation with the Budget Division, a process for linking the multi-year plan and annual updates with the budget.	M: MgtS	4/88, 4/89, 4/90, 4/91, 4/92	Mechanism for linking budget and office plans refined and implemented

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: E

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.05	Design and implement procedures for the establishment of a data base to track improvement of the school system in the priority (goal) areas.	M: MgtS	10/87	Technical assistance provided to responsible units in identifying baseline date to measure progress for priority (goal) areas
			1/88	Baseline data for priority (goal) areas for SY 1986-87 provided by responsible units through major offices
			1/90	Report on progress on achievement of priority (goal) areas for SY 1987-88 through SY 1988-89 provided to this office by responsible units through major offices
			1/92	Progress reported on achievement of priority (goal) areas from SY 1987-88 through SY 1990-91

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.06 Develop/adopt/identify and support implementation of new programs which will improve instruction and management practices.	All	6/88, 6/89, 6/90, 6/91, 6/92	At least 5 suggestions for new programs or ideas for improvement shared with other divisions
		6/88, 6/89, 6/90, 6/91, 6/92	The development of at least 2 new programs supported by the division
		6/88, 6/89, 6/90, 6/91, 6/92	Academic Learning Time Program extended to more teachers and administrators each year
		6/88	IJHSI, SSPP, and Secondary School Improvement fully integrated
		6/88, 6/89, 6/90, 6/91, 6/92	At least one major technological innovation introduced to the school system

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.06 (Continued)		6/88	PAUSE program supported to full implementation
		6/88	Public Safety Program supported to full implementation
		10/87, 10/88, 10/89, 10/90, 10/91	Project Success supported to full implementation
		6/88	SSPP in grades 7-12 by schools supported
E.07 Initiate and conduct activities which improve the sense of self-worth and productivity of students and school staff.	P&SI: SICE ES&CA: PD M: LSL, PP	10/87, 10/88, 10/89, 10/90, 10/91	Summer conference with major speakers and pertinent mini-sessions conducted
		10/87, 10/88, 10/89, 10/90, 10/91	At least 3 forums for recognition of students and/or administrators supported

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: E

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.08	Organize and coordinate activities highlighting the positive role of students and the school system in the community and nation.	P&SI: SICE	11/87, 11/88, 11/89, 11/90, 11/91,	American Education Week activities conducted systemwide
			6/88, 6/89, 6/90, 6/91, 6/92	School system represented through participation in professional organizations such as ISEP, AERA, AASA, ASCD, etc. including at least one presentation or publication per year
E.09	Provide technical assistance and training to increase and improve the use of planning practices in the school system.	M: MgtS	3/88, 3/89, 3/90, 3/91, 3/92	Technical assistance in planning offered and/or provided in the priority (goal) areas as documented in a comprehensive log

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION **FUNCTION CODE: F**

FUNCTION STATEMENT: Design and implement plans and procedures for the utilization of educational technology in instructional programs.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
100	PS $2,714,154 OTPS* $1,447,105 Total $4,161,259	109	PS $3,025,430 OTPS $3,440,518 Total $6,465,948	111	PS $3,153,709 OTPS $3,543,734 Total $6,697,443	113	PS $3,287,628 OTPS $3,650,046 Total $6,937,674	115	PS $3,460,324 OTPS $3,759,547 Total $7,219,871

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.01	Expand the Writing to Read Program to all elementary schools.	I/C: W, ET	8/88, 8/89, 8/90, 8/91, 8/92	Writing to Read Program implemented in 25 additional elementary schools each year.
F.02	Match instructional video tapes to the CBC objectives.	I/C: ET	8/88, 8/89, 8/90, 8/91, 8/92	At least 200 additional instructional video tapes matched to the CBC objectives and purchased each year.

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: F

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.03	Evaluate the use of computers in schools and offices.	I/C: ET	8/88	Analysis of the use of computers conducted with report prepared and distributed
F.04	Upgrade library/media centers to meet the standards of the Mid-Atlantic Association of Secondary Schools and Colleges.	I/C: ET	8/88	Standards met by all senior high schools and career development centers
			8/89	Standards met by all junior high schools
			8/89, 8/90, 8/91	Standards met by an additional 1/3 of the elementary schools each year
F.05	Establish a computer software lending/reference library.	I/C: ET	8/88, 8/89 8/90, 8/91 8/92	Additional software utilized by local school staff each year
			8/88	A computerized inventory of software for instruction and management established

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: F

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.05 (Continued)		8/89	Library established
F.06 Establish an in-house computer repair maintenence facility.	I/C: ET	8/88, 8/89, 8/90, 8/91, 8/92	Time between report for needed repair and the repair completion decreased
		8/88	A reasonable inventory of replacement parts established and maintained
		8/88	Needed vehicles, carts and repair kits purchased
		8/88	Six (6) full-time repair and service technicians employed
F.07 Established a computer inventory of hardware and software for instruction.	I/C: ET	8/88	Hardware and software acquisitions readily accessed by computer

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: F

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.08	Equip additional schools for Instructional Television Fixed Service (ITFS).	I/C: ET	8/88	Seven additional schools equipped for ITFS reception
F.09	Facilitate the maintenence of ITFS equipment.	I/C: ET	8/89	Twenty additional schools equipped for ITFS reception
			8/90	Sixteen additional schools equipped for ITFS reception
			8/91	Fourteen additional schools equipped for ITFS reception
			8/92	Seven additional schools equipped for ITFS reception
			8/88, 8/89, 8/90, 8/91, 8/92	Equipment maintained at maximum efficiency due to effective maintenence contracts, as indicated by reduced hours of down time per machine each year

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: F

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.10 Expand ITFS programs to additional schools.	I/C: W, Sc, M, EC, MS, ET, Mu, Art, S/D, H, PE, P&SI: SICE	8/88, 8/89, 8/90, 8/91, 8/92	Avaiable television programs selected and matched to CBC objectives for four additional subject areas each year.
		8/92	ITFS program guides developed and disseminated to schools receiving ITFS braodcasting
		8/92	Computer programming on Vertical Blanking Index (VBI) of ITFS broadcast signal disseminated
F.11 Evaluate ITFS usage.	I/C: W, Sc, M, EC, MS, ET, Mu, Art, S/D, H, PE, P&SI: SICE	8/88, 8/89, 8/90, 8/91, 8/92	Formative evaluation and documentation of ITFS broadcast effectiveness conducted with report produced

OFFICE OF INSTRUCTION **PLAN FUNCTION CODE: F**

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.12	Integrate the use of interactive technology, computer, video tapes, video discs, and tapes, ITFS, and compact disc ROM into a technological system for utilization in local school laboratories.	I/C: ET	8/92	Interactive system utilizing computer, video tapes, audio tapes, ITFS, and compact disc ROM established in all local school laboratories
F.13	Establish a New and Emerging Technologies Steering Committee.	I/C: ET	8/88	New and Emerging Technologies Steering Committee established and DCPS priorities for the next five years set
F.14	Establish full-time research/planning and implementation units.	I/C: ET	8/88	Research/planning and implementation units established
			8/89	Pilots and implementation models for identified new and emerging technologies designed
F.15	Evaluate pilot implementations.	I/C: ET	8/91	Evaluation instrument designed and disseminated
			8/92	Pilots evaluated and recommendations for system-wide implementation developed

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: F

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.16	Integrate computer curriculum activities, MicroWorks, in schools housing grades 7,8, and/or 9 in Language Arts, Social Studies. Math and Science.	I/C: ET	8/89	Computer integration curriculum activities introduced and implemented in schools housing grades 7,8, and /or 9 (54 schools) in the areas of Social Studies, Mathematics, Science, and Language Arts
F.17	Install computer laboratories in 42 Chapter 1 Schools (IBM PC jrs).	I/C: ET	10/87	Regular computer laboratories installed and operational in forty-two Chapter 1 Schools during SY 1987-88
F.18	Evaluate and update hardware in schools housing grades 7,8 and 9.	I/C: ET	8/88	Hardware in schools housing grades 7,8, and 9 evaluated and hardware updated and/or exchanged
F.19	Expand AIMS to secondary level.	I/C: ET	8/88	Automated instructional management extended to the secondary level

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: F

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.20	Conduct staff development and training as a part of the installation of new computers and use of new software.	IC: ET ES&CA: PD	8/89	Training provided to all teachers who will use MicroWorks
			10/87	Training provided in cooperation with Chapter 1 to staff in the Chapter 1 laboratories
			8/88	Training on AIMS provided to affected secondary teachers

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION **FUNCTION CODE: 6**

FUNCTION STATEMENT: Provide state level services, including grantsmanship, technical assistance and monitoring in support of the school system's obtaining and administering federal and other grants.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET (Federal Funding)	NO. STAFF	BUDGET (Federal Funding)	NO. STAFF	BUDGET (Federal Funding)	NO. STAFF	BUDGET (Federal Funding)	NO. STAFF	BUDGET (Federal Funding)

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.01 Provide grantsmanship assistance to offices and schools by determining appropriate grant opportunities, explaining application procedures, reviewing proposal content and costs, and assisting with submission of proposals to achieve office and school objectives.	I/C: All ES&CA: PD M: LSL, PP, SSI/M	6/88, 6/89, 6/90, 6/91, 6/92	At least five competitive applications for federal or private funds sumitted and three funded each year
		6/88, 6/89, 6/90, 6/91, 6/92	At least one of the previously funded programs extended, refunded or adopted by the school system using appropriated funds

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: 6

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.02	Monitor ECIA Chapter 1 programs at least annually to assure compliance with federal guidelines and DCPS guidelines.	I/C: W, Sc, M, SSI/IC, ET P&SI: SICE ES&CA: SA	9/87, 9/88, 9/89, 9/90 9/91	ECIA Chapter 1 programs monitored annually with reports filed
			10/87, 10/88, 10/89, 10/90, 10/91	ECIA Chpater 1 programs audited annually with no exceptions found
			10/87, 10/88, 10/89, 10/90, 10/91	Follow-up corrective action taken in response to monitoring and audit reports
			6/89, 6/91, 6/92	No major compliance violations and at least one commendation reported by U.S. Department of Education program review team
G.03	Collect monitoring reports on all federally funded programs in compliance with Superintendent's Directive 301.3.		6/88, 6/89, 6/90, 6/91, 6/92	At least one monitoring report filed annually for each federally funded program with report available for inspection by auditors

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: G

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.04 Monitor the LEA programs for proposal content, compliance with guidelines, and regulations for block grants, special projects, and discretionary federal funds.		6/88, 6/89, 6/90, 6/91, 6/92	Plan developed and distributed, and ten sites monitored
		6/88, 6/89, 6/90, 6/91, 6/92	Project reviews of public and nonpublic school projects documented
		6/88, 6/89, 6/90, 6/91, 6/92	Single-audit findings received, reviewed, and appropriately handled
G.05 Assist in the development of projects which complement the priority (goal) areas of the District of Columbia Public Schools within the regulations established for various federal programs.	I/C: All M: SSI/M	7/88, 7/89, 7/90, 7/91, 7/92	Current Public Laws reviewed and pending legislation analyzed with pertinent information forwarded to appropriate offices
		7/88, 7/89, 7/90, 7/91, 7/92	Workshops, seminars, and /or conferences conducted to inform LEA and SEA staff members, and other affected offices about procedures

OFFICE OF INSTRUCTION **PLAN FUNCTION CODE: G**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.06 Administer and support the administration of ECIA Chapter 1 Programs.	P&SI: SICE, PSI	9/87, 9/88, 9/89, 9/90, 9/91	Proposals from the Department of Corrections, the Deparment of Human Services, and the Migrant Education Program approved by the Board of Education for funding by ECIA Chapter 1
		10/87, 10/88, 10/89, 10/90, 10/91	Grant awards made to the Department of Corrections and the Department of Human Services
		10/87, 10/88, 10/89, 10/90, 10/91	Migrant Education funds awarded by U.S. Department of Education
		12/87, 12/88, 12/89, 12/90, 12/91	Migrant enrollment reporting completed
		1/88, 1/89, 1/90, 1/91, 1/92	Annual Performance Reports submitted to U.S. Department of Education for ECIA Chapter 1 Programs and for Migrant Education Programs

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: G

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.06 (Continued)		2/88, 2/89, 2/90, 2/91, 2/92	Average Daily Attendance Reports submitted to U.S. Department of Education for Neglected and Delinquent Program at the Department of Human Services and for Youth in Adult Corrections.
		5/88, 5/89, 5/90, 5/91, 5/92	Request for proposal issued to local Chapter 1 Program, Department of Corrections, and the Department of Human Services along with U.S. Department of Education allocations for the following year
		6/88, 6/89, 6/90, 6/91, 6/92	Local Chapter 1 (LEA) proposal approved by the Board of Education
		7/88, 7/89, 7/90, 7/91, 7/92	Grant award made to LEA.

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: G

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.06	(Continued)		12/87, 12/88, 12/89, 12/90, 12/91	Chapter 2 annual evaluation reports submitted
			12/87, 12/88, 12/89, 12/90, 12/91	Title II evaluation reports sumitted
G.07	Provide technical assistance to ECIA Chapter 1 programs by SEA personnel in the Grants Administration Branch or by the Technical Assistance Center contractor in compliance with the annual agreement between the Technical Assistance Center and SEA		7/88, 7/89, 7/90, 7/91, 7/92	A survey of technical assistance needs conducted for each project funded by Chapter 1
			9/87, 9/88, 9/89, 9/90, 9/91	Agreement negotiated between Technical Assistance Center and the SEA using the survey
			10/87, 10/88 10/89, 10/90 10/91	Technical asistance memorandum of understanding completed between each of the projects and the Chapter 1 SEA
			7/88, 7/89, 7/90, 7/91, 7/92	Evidence of program improvement documented with records kept of workshops and other assistance

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION **FUNCTION CODE: H**

FUNCTION STATEMENT: Conduct physical planning activities for the school system including the maintenance of data that support long-term planning for projected building utilization and facility improvements.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
5	PS $ 166,407 OTPS $ -0- Total $ 166,407	6	PS $ 191,080 OTPS $ 26,000 Total $ 217,080	6	PS $ 204,960 OTPS $ 40,600 Total $ 245,560	6	PS $ 213,158 OTPS $ 21,218 Total $ 234,376	6	PS $ 223,816 OTPS $ 21,855 Total $ 245,671

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
H.01	Maintain and appropriately expand base data in support of long-term planning for facility use, improvements, and for space management.	M: MgtS	5/88, 5/89, 5/90, 5/91, 5/92	Building Base Data (BBD) reports published
H.02	Redefine, update, document and maintain current capacity data for all school buildings in accordance with approved formulas.	M: MgtS	6/88, 6/89, 6/90, 6/91, 6/92	Capacity report published

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: H

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
H.03	Continue to develop and maintain current automated utilization information for all school facilities.	M: MgtS	5/88, 5/89, 5/90, 5/91, 5/92	Utilization Profiles (BBD) published
			3/88	Automation procedures published
			10/88	Automation procedures implemented
H.04	Conduct an assessment of adequacy of basic school facilities in meeting educational needs.	I/C: All	12/88, 12/89	Facility reports published
H.05	Define cluster planning opportunities in all wards as a major component of the physical planning process.	M: MgtS	12/88	Cluster configurations proposed
H.06	Develop ward plans describing the status of all public school facilities, school population, projected utilization and projected improvements.	M: MgtS	12/88	Ward notebooks published
			6/89	Ward plans published

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: H

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
H.07 Publish recommendations regarding the development of and basis for comprehensive plan delineating projected utilization of existing facilities and projected facility needs.	M: MgtS	12/88 6/89	Preliminary recommendations published Recommendations adopted
H.08 Publish facilities plan.	M: MgtS	6/90	Facilities plan published

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION **FUNCTION CODE: I**

FUNCTION STATEMENT: Direct and coordinate the development of the curriculum and criterion-referenced tests.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
*	PS $ 153,517 OTPS $ 98,432 Total $ 251,949	*	PS $ 158,123 OTPS $ 101,385 Total $ 259,508	*	PS $ 162,870 OTPS $ 104,427 Total $ 267,297	*	PS $ 167,756 OTPS $ 107,560 Total $ 275,316	*	PS $ 172,789 OTPS $ 110,789 Total $ 283,578

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.01 Develop or revise curriculum and materials in all subject matter areas as needed.	I/C: W, Sc, M, EC, SxE, Mu, Art, H, PE	8/87	Writing curriculum revised
		8/88	English/Language Arts curriculum revised
	P&SI: SICE, PSI	6/88, 6/89, 6/90	Writing sample handbooks distributed
		9/87, 9/88	Writing Initiative (WIN) journals for students, K-12, distributed

*Staff reflected in Function Code J

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.01 (Continued)		6/88, 6/89, 6/90	WIN newsletters distributed about five times a year
		8/88	Handbook of writing guides across the curriculum distributed
		9/89	Science curriculum guides with revised and field-tested objectives printed and disseminated
		9/90	Science curriculum for grades 7-9 revised
		9/92	Curricula revised, and guides printed and disseminated for biology, chemistry and physics
			Mathematics curriculum updated to accommodate student needs and trends in a technological world:
		9/88	... on the primary level (1-3)

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.01 (Continued)		9/89	... at the intermediate level (4-6)
		9/90	... at the junior high school level (7-9)
		9/91	... at the high school level (10-12)
		9/91	Instructional supplement on sex education focusing on self-esteem, and making decisions and choices for the elementary grades developed and distributed
		8/88	Curriculum documents in all music subjects provided
			Revised Art curriculum to expand art history and aesthetics published:
		9/88	... for senior high school
		9/89	... for elementary school

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.01 (Continued)		9/90	... for junior high school
		8/87	Early Childhood curriculum disseminated
		8/89	Early Childhood curriculum revised and disseminated
		12/88	Document on the child in Francophone and Hispanic and Literature edited and published
		6/88	Adult and student athletics trainers program written
		10/89	Elementary Health curriculum developed and distributed
		10/90	Elementary and secondary Physical Education Curriculum completed and distributed

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.01 (Continued)		9/88	Curriculum in Ethnic studies in D.C., D.C. Geography, and Economics published and distributed to appropriate teachers
		9/90	Curriculum in Sociology, Psychology, World Survey, Modern European History, and Comparative Religions published and distributed to appropriate teachers
		9/92	Curriculum in Law, World Problems, Afro-American History, and Area Studies published and distributed to appropriate teachers
		9/90	Elementary Social Studies program revised and guide published and distributed to teachers
		9/90	Social Studies text for third grade created and distributed to teachers

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.01 (Continued)		10/89	Drug Education curriculum completed and distributed
		6/88	Conversational Spanish textbook, Si, Un Poco, draft prepared and submitted for commercial typesetting and printing
		6/88	Conversational French textbook, Oui, Un Peu, draft prepared and submitted for commercial typesetting and printing
		9/92	Foreign language teachers manual for CBC revised and distributed to teachers
		8/87	Curriculum guide and culture strand for Spanish developed for Public Safety Office Program

OFFICE OF INSTRUCTION **PLAN FUNCTION CODE: I**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.01 (Continued)		6/92	Curriculum guide for sequenced Foreign Language Instruction in Elementary school (FLES) developed and distributed to teachers
		9/90	Curriculum guide for Foreign Language Experience Program (FLEX) in elementary schools developed and distributed to teachers
		9/87	Developmental Reading II Course objectives developed
		1/89	Speed Reading Course objectives developed
		6/88	Secondary School Reading Curriculum Guide developed

OFFICE OF INSTRUCTION **PLAN FUNCTION CODE: I**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.02 Develop/select and distribute End-of-Course examinations	I/C: W, Sc, M, EC, SxE, Mu, Art, H, PE P&SI: SICE	5/88, 5/89, 5/90, 5/91, 5/92	End-of-Year tests for secondary school classes distributed
		5/88	Writing test and manual for grades 11-12 prepared
		9/88	End-of-course assessments for Chemistry, Physics and Earth Science printed and disseminated
		6/88	Criterion-referenced tests in mathematics constructed in collaboration with the Division of Quality Assurance
		11/89	Criterion-referenced tests in mathematics validated in collaboration with the Division of Quality Assurance

OFFICE OF INSTRUCTION **PLAN FUNCTION CODE: I**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.02 (Continued)		5/89	Criterion-referenced, end-of-course examinations developed or selected for ethnic studies in D.C., D.C. Geography, and Economics
		5/91	Criterion-referenced, end-of-course examinations developed or selected for Sociology, Psychology, World History Survey, Modern European History, and Comparative Religions
		5/93	Criterion-referenced, end-of course examinations developed or selected for Law, World Problems, Afro-American History, and Area Studies
			Commercial year-end examinations, levels 1-3, developed and available for distribution for:
		5/88	... French and Spanish

OFFICE OF INSTRUCTION **PLAN FUNCTION CODE: I**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.02 (Continued)		5/89	... German and Latin
		5/92	... Italian and Russian
		9/90	Orientation provided in the use of Foreign Language Experience programs (FLEX) to elementary teachers
		5/88	Developmental Reading II end-of-course test developed
		5/89	Speed reading end-of-course test developed
		11/88	Previous end-of-course tests for reading (5) reviewed and revised

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.03 Provide in-service training and other appropriate activities appropriate to the implementation of new curricula, material and tests.	I/C: M, SxE, H, PE P&SI: PSI		In-service training on the use of the updated mathematics curriculum provided:
		8/89	...to teachers in grades 1-3
		8/90	...to teachers in grades 4-6
		8/91	...to teachers in grades 7-9
		8/92	...to teachers in grades 10-12
		7/90	Staff developement on the use of elementary sex education health curriculum conducted

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.03 (Continued)		10/91	Staff development for all school personnel on the elementary health curriculum conducted
		10/89	Staff development provided to elementary health teachers on the new curriculum
		7/92	Staff development provided to physical education teachers, PreK-12 on the new curriculum
		7/91	Staff development provided to teachers on the Drug Education curriculum

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: I

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
1.04	Review graduation requirements and make recommendations to assure student acquisition of the knowledge, skills and competencies of a comprehensive education, including the ability to function as a useful citizen.	I/C: W, Sc, M, EC, SxE, Mu, Art, H, PE P&SI: SICE, PSI	6/88	Recommendations made, as appropriate, on graduation requirements
1.05	Develop and implement a one semester course in health education, wellness and self-esteem for 8th grade students.	I/C: H P&SI: SICE, PSI	10/89	Course document completed
			11/90	Orientation sessions conducted
			6/91	Staff development conducted

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION **FUNCTION CODE: J**

FUNCTION STATEMENT: Provide instructional direction for the subject areas in grades PreK-12, including the setting of program requirements and standards, the recommendation of instructional materials for adoption, and direct assistance and instructional support to teachers in the classroom.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
51	PS $1,732,228 OTPS $1,175,009 Total $2,907,237	51	PS $1,796,441 OTPS $1,205,654 Total $3,002,095	51	PS $1,881,277 OTPS $1,241,824 Total $3,123,101	51	PS $1,970,415 OTPS $1,279,079 Total $3,249,494	51	PS $2,083,795 OTPS $1,317,451 Total $3,401,246

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.01 Provide in-service workshops, seminars and courses.	I/C: W, Sc, M, EC, SxE, Mu, Art, H, PE, P&SI: SICE, PSI	9/88, 6/89, 9/89	Science courses and workshops conducted
		6/88, 6/89, 6/90, 6/91, 6/92	Art courses conducted
		6/88, 6/89, 6/90, 6/91, 6/92	Foreign Language (FLES and FLEX) courses conducted

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: J

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.01 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Reading courses conducted
		6/88, 6/89, 6/90, 6/91, 6/92	Mathematics courses conducted
		6/88, 6/89, 6/90, 6/91, 6/92	Music courses conducted
		6/90	Physical Education courses conducted
		8/88, 8/89, 8/90, 8/91, 8/92	English courses conducted
J.02 Develop instructional support materials inclusive of handbooks, guidelines and newsletters.	I/C: W, Sc, M, EC, SxE, Mu, Art, H, PE, P&SI: SICE, PSI	6/88, 6/89, 6/90, 6/91, 6/92	Newsletters published and disseminated

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: J

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.02 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Handbooks published and disseminated
		6/88, 6/89, 6/90, 6/91, 6/92	Guidelines published and disseminated
J.03 Review and evaluate textbooks and supplementary instructional materials.	I/C: W, Sc, M, EC, SxE, Mu, Art, 'H, PE, P&SI: SICE, PSI	9/92	Science textbooks and materials recommended for listing
		6/88, 6/89, 6/90, 6/91, 6/92	Social Studies textbooks and materials recommended for listing
		6/89	Foreign Language textbooks and materials recommended for listing

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: J

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.03 (Continued)		8/88, 8/89, 8/90, 8/91, 8/92	Reading textbooks and materials recommended for listing
		9/88	Music textbooks and materials recommended for listing
		8/88, 8/89, 8/90, 8/91, 8/92	English textbooks and materials recommended for listing
		9/92	Early Childhood materials recommended for listing
J.04 Provide on-site instructional support.	I/C: W, Sc, M, EC, SxE, Mu, Art, H, PE, P&SI: SICE, PSI	6/88, 6/89, 6/90, 6/91, 6/92	Requested visits to teachers in all subject areas completed

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: J

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.05	Organize and conduct programs in identified content areas for key local school personnel.	I/C: W, Sc, M, EC, SxE, Mu, Art, H, PE, P&SI: SICE, PSI	6/88, 6/89, 6/90, 6/91 6/92	Monthly meetings for elementary mathematics resource teachers and secondary mathematics department chairpersons held
			6/88, 6/89, 6/90, 6/91, 6/92	Citywide meetings for art teachers held
			6/88, 6/89, 6/90, 6/91, 6/92	Monthly meetings for elementary social studies liaison teachers and secondary social studies department chairpersons held
			6/88, 6/89, 6/90, 6/91, 6/92	Meetings for instrumental and vocal music teachers held
			6/88, 6/89, 6/90, 6/91, 6/92	Meetings for health and physical education teachers held

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: J

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.05	(Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Monthly meetings for Reading personnel held
			6/88, 6/89, 6/90, 6/91, 6/92	Monthly meetings for Language Arts Resource Teachers and English Department Chairpersons held
J.06	Prepare recommendations on program standards.	I/C: W, Sc, M, EC, SxE, Mu, Art, H, PE, P&SI: SICE, PSI	6/88	Copies of music standards prepared
			6/88	List of art standards prepared
			6/88	Elementary school foreign language program standards prepared
			6/88, 6/89, 6/90, 6/91, 6/92	Social Studies course standards prepared
			6/92	Health and physical education standards prepared

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: J

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.07 Prepare recommendations on specialized personnel, equipment and facilities needed for the instructional program.	I/C: W, Sc, M, EC, SxE, Mu, Art, H, PE, P&SI: SICE, PSI	6/88	Report of art survey finding completed and recommendations submitted
		8/88, 8/98, 8/90, 8/91, 8/92	Recommendations for English personnel submitted
		6/88	Recommendations for music personnel submitted
		6/90	Recommendation for health educators submitted
J.08 Collaborate with Quality Assurance in designing subject area evaluations.	I/C: EC, PE		Program assessment instruments completed for
		6/88	... Physical Education
		6/88	... Early Childhood

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF INSTRUCTION **FUNCTION CODE: K**

FUNCTION STATEMENT: Direct and coordinate special programs such as early childhood, gifted and talented, and grant funded programs.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
19	PS $ 542,538 OTPS $ 462,096 Total $1,004,634	19	PS $ 561,875 OTPS $ 475,959 Total $1,037,834	19	PS $ 582,812 OTPS $ 490,238 Total $1,073,050	19	PS $ 604,377 OTPS $ 504,945 Total $1,109,322	19	PS $ 627,610 OTPS $ 520,093 Total $1,147,703

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.01	Collaborate with the Division of Program Development and Planning to develop a Comprehensive Early Childhood Education Plan.	I/C: EC	8/87	Draft of comprehensive plan for Early Childhood submitted
			10/87	Final copy of Comprehensive Plan developed
			8/90	Funds made available for full implementation of Early Childhood Comprehensive Plan
			8/92	Report on compliance with Early Childhood Comprehensive Plan made
K.02	Coordinate city-wide festival and competitions.	I/C: W, Sc, M, Mu, Art, S/D	6/88, 6/89 6/90, 6/91, 6/92	Spelling Bee winners identified

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.02 (Continued)		6/88, 6/89 6/90, 6/91, 6/92	Speech and drama competition winners identified
		6/88, 6/89, 6/90, 6/91, 6/92	Math-Counts competition winners identified
		6/88, 6/89, 6/90, 6/91, 6/92	Piano competition winners identified
		6/88, 6/89, 6/90, 6/91, 6/92	Voice competition winners identified
		6/88, 6/89, 6/90, 6/91, 6/92	String competition winners identified
		6/88, 6/89, 6/90, 6/91, 6/92	National Science Fair winners identified

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.02 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Art competitions winners identified
K.03 Administer and supervise special projects for students.	I/C: Sc, M	2/88	Evaluation completed, and video-tape produced on Beers Model Elementary Science Program
		7/89	Monitoring by Grants Administration Office of Backus Model Science Center assisted
	P&SI: SICE	6/88, 6/89, 6/90, 6/91, 6/92	Street Law program in senior high schools evaluated
		6/88, 6/89, 6/90, 6/91, 6/92	Teens, Crime and Community Program in selected junior highs implemented
		6/88, 6/89, 6/90, 6/91, 6/92	Programs which encourage participation of minority groups in mathematics implemented

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: K

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.04	Provide technical assistance and school liaison coordinators for community sponsored programs.	I/C: Sc, Mu, Art	6/88, 6/89, 6/90, 6/91, 6/92	Convention II program held
			6/88, 6/89, 6/90, 6/91, 6/92	CLOSE-UP program held
			6/88, 6/89, 6/90, 6/91, 6/92	Embassy Adoption Program held
			6/88, 6/89, 6/90, 6/91, 6/92	Project Links program implemented
			6/88, 6/89, 6/90, 6/91, 6/92	Art contests held
			6/88, 6/89, 6/90, 6/91, 6/92	Goddard Space Center program implemented

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.04 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Department of Energy program implemented
		6/88, 6/89, 6/90, 6/91, 6/92	STAR WALK program held
		6/88, 6/89, 6/90, 6/91, 6/92	Energy Sources program held
		6/88, 6/89, 6/90, 6/91, 6/92	Wildlife Week program held
		6/88, 6/89, 6/90, 6/91, 6/92	Reading is Fundamental program implemented
K.05 Administer summer programs for students.	I/C: M, Mu, Art	6/88, 6/89, 6/90, 6/91, 6/92	Summer Performing Arts Program implemented

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.05 (Continued)		6/88, 6/89, 6/90, 6/91, 6/92	Summer enrichment program in mathematics implemented
K.06 Collaborate with individual schools in implementation of special programs.	I/C: W, Sc, M, EC, SxE, Mu, Art, H, PE, P&SI: SICE, PSI	6/88, 6/89, 6/90, 6/91, 6/92	Special programs conducted in collaboration with individual schools
K.07 Provide pre-service and in-service staff development and instructional support.	I/C: M, EC, G/T ES&CA; PD	7/88, 7/89, 7/90, 7/91, 7/92	Courses for teachers of Gifted/Talented programs provided
		8/92	Course for Early Childhood teachers provided
		6/88, 6/89, 6/90, 6/91, 6/92	Junior High School Basic Skills Mathematics Reading Program implemented

OFFICE OF INSTRUCTION **PLAN FUNCTION CODE: K**

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.07 (Continued)		6/88	Degrees in Reading Power Program implemented
		6/88, 6/89, 6/90, 6/91, 6/92	Reading and Content Area Resource (Re Co Re) Center Project implemented
		6/88, 6/89, 6/90, 6/91, 6/92	Individual Prescriptive Instructional Management System program implemented
		6/88, 6/89, 6/90, 6/91, 6/92	Placements in local schools for college students seeking field experiances in "Observation and Participation" and student teaching made

OFFICE OF INSTRUCTION

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.08 Provide enrichment and remedial activities.	I/C: M, G/T, AP, Art	7/88, 7/89, 7/90, 7/91, 7/92	Scholarship opportunities and foreign travel opportunities for gifted/talented students listed
		6/89	Art enrichment opportunities for artistically gifted and/or highly motivated students provided
		6/88, 6/89, 6/90, 6/91, 6/92	Mathematics programs which meet the needs of students with varying aptitudes held
		7/88, 7/89, 7/90, 7/91, 7/92	Advanced Placement (AP) courses expanded to include all high schools and listed

OFFICE MISSION AND FUNCTIONS

6-239

OFFICE OF MANAGEMENT SERVICES

MISSION: To provide essential and appropriate support services which will ensure the effectiveness of the District of Columbia Public Schools in accordance with administrative practices and procedures, Rules of the Board of Education, and regulations of the District and Federal Governments.

FUNCTIONS:

A. Provide leadership; and, review and evaluate divisional activities to ensure effective implementation of systemwide financial and business management policies and procedures, and efficient divisional operations.

B. Formulate the operating and capital budget recommendations for the Superintendent and the Board of Education.

C. Administer the budgets in line with approved mandates, including the issuance of allotments, approval of budget changes, position control for appropriated and non-appropriated budgets; and, prepare and disseminate information and analyses relative to budgetary matters.

D. Maintain a payroll system to handle compensation for all employees.

E. Provide support for the payments for goods and services rendered by vendors.

F. Analyze and report financial activities.

G. Provide maintenance and repairs of facilities and grounds, including ensuring the adequacy and staging of required materials, the development of efficient work methods and the evaluation of completed work and work performance.

H. Plan, estimate, monitor, inspect and report work activities for school facilities; and, oversee day-to-day operations to insure effectiveness, continued improvement in staff maintenance methods and materials, and reduced energy consumption.

I. Direct architectural, capital, engineering and design improvements for the school system.

J. Procure all materials, supplies and services (contracts) needed by the school system in accordance with all District of Columbia and Federal guidelines.

K. Provide transportation to handicapped students, and if possible, to regular education students for fields trips and a wide variety of other activities related to instructional goals.

OFFICE OF MANAGEMENT SERVICES

L. Receive, warehouse and distribute all equipment and supplies; provide equipment maintenance, property accountability, and clerical and mail services; and, operate the textbook depository.

M. Provide nutritious school breakfast and lunch for all students; operate all cafeterias and kitchens; and, manage the free milk program and the distribution of surplus commodities.

N. Establish and maintain the process and procedures for certification of educational personnel, administer the interstate reciprocity process, and certify inservice education programs.

O. Establish and maintain a procedure for the accreditation of teacher preparation programs according to standards of the National Association of Directors of Teacher Education and Certification (NASDTEC) for institutions of higher education in the District of Columbia.

P. Formulate, plan, and establish personnel management policies, procedures and functions; and, conduct recruitment, staffing and other personnel activities.

Q. Evaluate effectiveness and results of employee performance, and develop personnel programs to promote employee morale and motivation.

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: A**

FUNCTION STATEMENT: Provide leadership; and, review and evaluate divisional activities to ensure effective implementation of systemwide financial and business management policies and procedures, and efficient divisional operations.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
11	PS $ 464,748 OTPS $ 58,569 Total $ 523,317	11	PS $ 478,690 OTPS $ 59,740 Total $ 538,430	11	PS $ 497,838 OTPS $ 60,935 Total $ 558,773	11	PS $ 517,752 OTPS $ 62,154 Total $ 579,906	11	PS $ 543,640 OTPS $ 63,397 Total $ 607,037

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
A.01 Continue expansion of supervisory employee staff development in individual accountability and technical skill development.	M: MgtS	9/89	Interaction management for all supervisory employees completed
	M: MgtS	9/88, 9/89, 9/90, 9/91, 9/92	Technical skills development provided to affected staff in technological innovations to be implemented by the school system
A.02 Establish an OMS Operations Review and Technical Support Unit.	M: MgtS	12/88	Operations Review and Technical Support Unit established

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: A

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
A.03 Implement the necessary procedures and mandates to assure cost savings programs throughout the Office of Management Services.	M: MgtS	10/88, 10/89, 10/90, 10/91	Savings maintained as indicated on records
A.04 Develop and implement a management information system utilizing electronic mail to connect OMS headquarters with the field, regional offices, local schools and instructional offices.	M: MgtS	1/90	System installed and functioning
A.05 Develop and expand the application of high technology and automation for OMS operations.	M: MgtS	8/90, 8/92	A new application of high technology or automation initiated at least every other year
A.06 Recruit persons for hard-to-fill positions through employment agencies.	M: PP	12/88, 12/89, 12/90, 12/91	Percentage of persons hired for hard-to-fill positions increased each year
A.07 Review and monitor the Multi-Year Plan from each division.	M: MgtS	7/88, 7/89, 7/90, 7/91, 7/92	Memoranda of feedback based on monitoring sent quarterly to divisions

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: A

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
A.08 Evaluate accomplishments of divisional plans from previous year(s) and modify plans accordingly.	M: MgtS	7/88, 7/89, 7/90, 7/91, 7/92	Evaluation notes maintained
A.09 Continue disseminating information to the school community on OMS successes, problems and changes.	M: MgtS	12/88, 12/89, 12/90, 12/91	Newsletters, brochures, pamphlets, annual reports, and other reports disseminated
A.10 Continue improvement of operating efficiency, effectiveness, and productivity in the Office of Management Services.	M: MgtS	12/88, 12/89, 12/90, 12/91	Timelines and deliverables met as scheduled
A.11 Develop annual budget plans for planning period SY 1988-92 and provide leadership in the implementation of programs.	M: MgtS	9/88, 9/89, 9/90, 9/91	Annual budget plans submitted

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES

FUNCTION CODE: B

FUNCTION STATEMENT: Formulate the operating and capital budget recommendations for the Superintendent and the Board of Education.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
1.5	PS $ 67,721 OTPS $ 19,221 Total $ 86,942	1.5	PS $ 69,753 OTPS $ 19,605 Total $ 89,358	1.5	PS $ 72,542 OTPS $ 19,997 Total $ 92,539	1.5	PS $ 75,444 OTPS $ 20,397 Total $ 95,841	1.5	PS $ 79,216 OTPS $ 21,009 Total $ 100,225

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.01 Continue refinements to the ZBBMS.	M: MgtS	7/90	Modifications to ZBBMS accomplished
B.02 Develop and implement procedures for linkages between the Comprehensive Education Plan and the budget.	M: MgtS	7/89	Linkages to budget and planning implemented
B.03 Develop and implement a fully computerized budget development system.	M: MgtS	7/89	Computer applications implemented
B.04 Beginning with the FY 1988 budget, require that all new programs requiring support services include an accompanying support budget.	M: MgtS	7/88, 7/89, 7/90, 7/91, 7/92	Written budgeting requirements submitted for all new programs on file

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: B

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
B.05 Annually develop Multi-Year Budget requirements for all funded major programs.	M: MgtS	7/88, 7/89, 7/90, 7/91, 7/92	Multi-Year Budget documents developed
B.06 Develop and submit annual budget documents based upon Board approved preparation model.	M: MgtS	7/88, 7/89, 7/90, 7/91, 7/92	Annual Budget documents submitted

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: C**

FUNCTION STATEMENT: Administer the budgets in line with approved mandates, including the issuance of allotments, approval of budget changes, position control for appropriated and non-appropriated budgets; and, prepare and disseminate information and analyses relative to budgetary matters.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
15.5	PS $ 605,276 OTPS $ 39,024 **Total** $ 644,300	15.5	PS $ 623,434 OTPS $ 39,804 **Total** $ 663,238	15.5	PS $ 648,371 OTPS $ 40,601 **Total** $ 688,972	15.5	PS $ 674,306 OTPS $ 41,413 **Total** $ 715,719	14	PS $ 708,021 OTPS $ 42,655 **Total** $ 750,676

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.01 Develop and implement a systematic way of communicating resource allocations to managers.	M: MgtS	7/88	Systematic way of communicating resource allocations to managers developed and implemented as indicated by records of reports to managers and maintenance of computerized access system
C.02 Computerize all paper intensive day-to-day operations that are repetitive, i.e. base budget change request, personnel action request, basic budget inquiries, budget file reconciliation processes, and budget and expenditure variance.	M: MgtS	7/89	Base budget change request computer application on-line
		7/89	Personnel action request computer application on-line

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.02 (Continued)		7/88	Basic budget inquiry computer application on-line
		7/88	Budget file reconciliation process computerized
		7/88	Budget and expenditure variance on-line
C.03 Develop a financial data base from which appropriate financial reports can be extracted electronically.	M: MgtS	7/92	Financial data base developed, and computer application utilized to extract appropriate financial reports
C.04 Hold quarterly budget review sessions with managers to revise budget needs and identify budget adjustments.	M: MgtS	7/88, 7/89, 7/90, 7/91, 7/92	Quarterly budget review sessions held with managers
C.05 Develop and implement systems to increase flexibility and equity in the use of resources for the local school-based manager.	M: MgtS	7/88, 7/89, 7/90, 7/91, 7/92	Identified systems developed and implemented each year to increase flexibility and equity
C.06 Update Standard Operating Procedures and quality control checklist for all major divisional functions.	M: MgtS	1/88	Procedures updated

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: C

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
C.07 Develop and implement approved criteria for improving the allocation and realignment of base resources to meet school system priorities.	M: MgtS	12/88	Allocation and realignment procedures revised and implemented
C.08 Review and implement on-going assessment procedures to improve budget execution.	M: MgtS	7/88, 7/89, 7/90, 7/91, 7/92	Execution strategies changed as a result of assessment notes
C.09 Implement the necessary procedures and mandates to administer the appropriated and non-appropriated budgets.	M: MgtS	7/88, 7/89, 7/90, 7/91, 7/92	Necessary procedures and mandates to administer the budgets implemented as indicated by: records of allocation, records of budget changes, records of PARF processed, and records of meetings and communications

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: D**

FUNCTION STATEMENT: Maintain a payroll system to handle compensation for all employees.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
23	PS $ 564,981 OTPS $ 38,050 Total $ 603,031	25	PS $ 598,473 OTPS $ 42,599 Total $ 641,072	25	PS $ 622,411 OTPS $ 43,877 Total $ 666,288	25	PS $ 647,308 OTPS $ 45,193 Total $ 692,501	25	PS $ 697,673 OTPS $ 46,549 Total $ 726,222

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
D.01	Reduce paperwork by developing a new time and attendance reporting system for payroll activity - centralized process.	M: MgtS	6/89	Centralized process for in-house time and attendance reporting system for payroll developed
			6/89	Paperwork reduced as indicated on a log documenting when paperwork is replaced by automation
D.02	Enhance time and attendance reporting to allow local schools input directly into computer - decentralized process.	M: MgtS	9/92	On-line interaction with the payroll system developed and utilized by local users, including schools
D.03	Develop system to control salary step increases.	M: MgtS	6/88	Delays in advising managers of employee step increases eliminated

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: D

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
D.04 Develop a MIS to integrate budget, finance and human resource management.	M: MgtS	9/88	An integrated MIS developed

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: E**

FUNCTION STATEMENT: Provide support for the payments for goods and services rendered by vendors.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
20	PS $ 456,602 OTPS $ -0- Total $ 456,602	21	PS $ 473,348 OTPS $ -0- Total $ 473,348	21	PS $ 492,281 OTPS $ -0- Total $ 492,281	21	PS $ 511,973 OTPS $ -0- Total $ 511,973	21	PS $ 537,571 OTPS $ -0- Total $ 537,571

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.01 Develop jointly with Division of Logistical Support a decentralized on-line prevalidation system.	M: MgtS	9/88	Requisitions from local schools and central offices submitted electronically to Finance and Logistical Support
E.02 Interface Floater Tracking System (FTS) with MIS.	M: MgtS	9/89	Inquiries from local schools made on-line
E.03 Test and implement in-house computer system to interface with FMS.	M: MgtS	9/88	In-house computer system interfaced with FMS as indicated by records of in-house school staff signing on to FMS
E.04 Modify Travel Tracking System to generate delinquent memo.	M: MgtS	9/88	Customers provided with memo generated directly from computer

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: E

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
E.05 Automate filing system using computer technology.	M: MgtS	9/91	Paper records eliminated and micro-fiche utilized

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: F**

FUNCTION STATEMENT: Analyze and report financial activities.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
25	PS $ 904,003 OTPS $ 47,381 Total $ 951,384	25	PS $ 931,123 OTPS $ 50,759 Total $ 981,882	25	PS $ 968,368 OTPS $ 52,282 Total $1,020,650	25	PS $1,007,102 OTPS $ 53,850 Total $1,060,952	25	PS $1,057,457 OTPS $ 55,466 Total $1,112,923

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.01 Develop use of software to download FMS data into PC.	M: MgtS	9/88	Software program implemented by accountants
F.02 Develop reporting and control mechanism to monitor capital projects.	M: MgtS	9/88	Reporting and control mechanism developed
		9/89, 9/90, 9/91	Reports to Board and senior executives issued monthly
F.03 Enhance process of recording data on meals served by Food Services.	M: MgtS	9/88	Downtime reduced and turn-around time improved in submitting report to USDA

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: F

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
F.04 Link financial data with Budget and Human Resource Management Divisions.	M: MgtS	9/89	Data from one common data base utilized by Budget, Finance, and Human Resource Management Divisions

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: 6**

FUNCTION STATEMENT: Provide maintenance and repairs of facilities and grounds, including ensuring the adequacy and staging of required materials, the development of efficient work methods and the evaluation of completed work and work performance.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
17	PS $ 694,700 OTPS $ 200,781 Total $ 895,481	22	PS $ 862,857 OTPS $ 206,804 Total $1,069,661	22	PS $ 897,371 OTPS $ 215,076 Total $1,112,447	22	PS $ 915,266 OTPS $ 223,679 Total $1,138,945	22	PS $ 961,029 OTPS $ 234,863 Total $1,195,892

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.01	Refine the computerized work order processing system to serve as a systematic reporting process for informing principals and other clients of the status of projects managed by DCPS and Public Works, and institutionalize monitoring system for reporting on repairs and improvements.	M: MgtS	12/88	Computerized process to report status of projects to principals and other clients refined and implemented
			9/88, 9/89, 9/90, 9/91	Monitoring system for reporting on repairs and improvements institutionalized with regular reports issued
G.02	Employ project managers to monitor projects from the design through completion phases.	M: MgtS	12/88, 12/89, 12/90, 12/91	Managers employed to monitor projects from design through completion as documented by a project log including the time-on-board of the manager

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: 6

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.03	Finalize and implement the process of transferring the reporting responsibility for repairs and improvements and major contracts to the area managers.	M: PP	12/88, 12/89, 12/90, 12/91, 12/92	Reporting for repairs and improvements established and implemented as the responsibility of the area managers
G.04	Fill vacant positions in Production Control Section.	M: MgtS	12/88	Vacant positions filled
G.05	Provide and install security doors and adequate electrical wiring for the installation of regular, Writing-to-Read and Chapter 1 computer laboratories.	M: MgtS	12/87, 12/88, 12/89, 12/90, 12/91	Preparation of identified sites for computer laboratories completed
G.06	Re-renovate Bell Career Center to accommodate MCIP.	M: MgtS	12/88	Renovation completed as outlined by Division of Career Development
G.07	Renovate the Penn Center (R & I Section).	M: MgtS	12/90	Enhancement work completed
G.08	Replace 25 vehicles used for maintenance and repairs.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Purchase approximately 5 replacement vehicles annually

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: G

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
G.09 Upgrade Grant School.	M: MgtS	12/89	Upgrade completed (partial window replacement, door replacement, painted and installed science labs)
G.10 Install A/C units in administrative suites.	M: MgtS	12/89	All administrative suites air conditioned
G.11 Paint interior and exterior of approximately 75 schools.	M: MgtS	12/88, 12/89, 12/90, 12/91	Painting completed for schools that were identified by regional superintendents and regional managers on an annual basis

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: H**

FUNCTION STATEMENT: Plan, estimate, monitor, inspect and report work activities for school facilities; and, oversee the day-to-day operations to insure effectiveness, continued improvement in staff maintenance methods and materials, and reduced energy consumption.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
1425	PS $38,384,176 OTPS $24,893,269 Total $63,277,445	1425	PS $39,535,701 OTPS $26,013,667 Total $65,549,368	1425	PS $41,117,129 OTPS $28,688,213 Total $69,805,342	1425	PS $42,761,814 OTPS $29,835,741 Total $72,597,555	1425	PS $44,899,904 OTPS $31,327,528 Total $76,227,432

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
H.01	Continue to expand the term contracts utilized by Buildings and Grounds to expedite the procurement of materials.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Increased percentage of term contracts
H.02	Improve day-to-day operation of the building custodial facility staff.	M: MgtS	12/90	All building facility staff trained to meet uniform standards for building maintenance
H.03	Reduce energy consumption.	M: MgtS	8/88, 8/89, 8/90, 8/91, 8/92	Energy consumption reduced and dollars saved as indicated by records

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: I**

FUNCTION STATEMENT: Direct architectural, capital, engineering and design improvements for the school system.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
31	PS $ 957,947 OTPS $ -0- Total $ 957,947	35	PS $1,135,683 OTPS $1,490,308 Total $2,625,992	38	PS $1,261,487 OTPS $4,769,920 Total $6,031,407	40	PS $1,376,746 OTPS $2,267,117 Total $3,643,863	40	PS $1,445,583 OTPS $2,380,472 Total $3,826,055

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
1.01	Acquire a new transportation maintenance facility for Logistical Support.	M: MgtS	12/90	Construction commenced
1.02	Provide playground equipment for primary students at 118 elementary schools.	M: MgtS	12/90	Playground equipment installed
1.03	Install or renovate high school science laboratories	M: MgtS	12/89	Science laboratories installed or renovated in all high schools
1.04	Upgrade Sharpe Health School.	M: MgtS	12/90	Upgrade completed

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OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: I

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
I.05 Rehabilitate Franklin School.	M: MgtS	12/91	Franklin School rehabilitated
I.06 Implement window, door, boiler, roofs, A/C systems, room conversions, electrical modernizations, erosion control, architectural barriers and general improvement projects at various schools.	M: MgtS, SSI/M	12/87, 12/88, 12/89, 12/90	Improvements completed as scheduled according to the Six-Year Capital Program

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: J**

FUNCTION STATEMENT: Procure all materials, supplies and services (contracts) needed by the school system in accordance with all District of Columbia and Federal guidelines.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
41	PS $1,227,221 OTPS $ 169,277 Total $1,396,498	41	PS $1,264,037 OTPS $ 199,335 Total $1,463,372	41	PS $1,314,519 OTPS $ 205,315 Total $1,519,834	41	PS $1,367,181 OTPS $ 211,474 Total $1,578,655	41	PS $1,435,540 OTPS $ 217,918 Total $1,653,458

	OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.01	Update procurement practices to accommodate a fast turn-around time when needed.	M: MgtS	6/88, 6/89, 6/90, 6/91, 6/92	Expedited purchase system utilized
			6/88, 6/89, 6/90, 6/91, 6/92	Processing time for requisitions significantly reduced as documented
J.02	Refine procurement process supported by current state-of-the-art automated support systems and prompt delivery of goods and services.	M: MgtS	6/90, 6/91, 6/92	Special purchase order form used

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: J

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
J.02	(Continued)		6/90	Contract preparation procedures automated
			6/90	Contract management information system automated
J.03	Increase in-service training opportunities for support services personnel.	M: PP	10/87, 10/88, 10/89, 10/90, 10/91	Annual training program implemented
J.04	Determine requirements and develop electronic purchasing process.	M: MgtS	6/90	Purchase orders automated
			6/90	System linking schools to the procurement system automated
J.05	Revise procurement regulations and procedures.	M: MgtS	12/87	New regulations developed
J.06	Coordinate with the Divisions of Logistical Support and Finance in the development of requirements for electronic purchasing.	M: MgtS	5/88	Proposal for project design developed
			12/88	Project plan developed
			10/89	Project implemented

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: K**

FUNCTION STATEMENT: Provide transportation to handicapped students, and if possible, to regular education students for field trips and a wide variety of other activities related to instructional goals.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
168	PS $6,791,424 OTPS $1,539,273 Total $8,330,697	172	PS $7,060,784 OTPS $1,585,451 Total $8,646,235	172	PS $7,343,215 OTPS $1,633,014 Total $8,976,229	172	PS $7,636,943 OTPS $1,682,004 Total $9,318,947	172	PS $8,018,790 OTPS $1,732,464 Total $9,751,254

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.01 Develop a Student Unified Management Online Automative Transportation System (SUM/OATS)	M: MgtS	6/88	SUM/OATS system developed to update student file via telephone
		6/89	Transfer to SIMS conducted
K.02 Develop a systematic measure of effectiveness in transporting students from comprehensive high schools to career centers.	M: MgtS	6/88, 6/89, 6/90, 6/91, 6/92	Systematic measure of effectiveness developed and utilized to make modifications
K.03 Develop a systematic way of determining the effectiveness of the logistical aspects of field trips.	M: MgtS	6/88, 6/89, 6/90, 6/91, 6/92	Systematic way of measuring the logistical aspects of field trips developed and utilized to make modifications

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.04 Analyze transportation requirements and driver training with respect to energy conservation.	M: MgtS	6/88, 6/89, 6/90, 6/91, 6/92	Plan to analyze energy conservation developed and utilized to reduce energy costs each year
K.05 Establish new guidelines and policies regarding the scope of transportation services provided by the school system.	M: MgtS	6/88	Guidelines and policies established
K.06 Improve vehicle maintenance systems through computer on-line processing.	M: MgtS	12/87	Entry of data elements completed
		8/88, 8/89, 8/90, 8/91, 8/92	System enhanced through coordination with computer support
K.07 Complete funding for reclassification of personnel in the Transportation Section.	M: PP	6/88	Funding completed through collaboration with Budget Division
K.08 Obtain new transportation site.	M: MgtS	6/89	Land leased or purchased
		6/90	Plans developed for new site
		6/91	Branch relocated

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: K

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
K.09 Provide air conditioning for all school buses.	M: MgtS	6/88	Feasibility study completed
		6/92	Air conditioning for all school buses implemented, if feasible

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: L**

FUNCTION STATEMENT: Receive, warehouse and distribute all equipment and supplies; provide equipment maintenance, property accountability, and clerical and mail services; and, operate the textbook depository.

Resource and Budget Projections by Function

FY 1987-88			FY 1988-89			FY 1989-90			FY 1990-91			FY 1991-92		
NO. STAFF	BUDGET		NO. STAFF	BUDGET		NO. STAFF	BUDGET		NO. STAFF	BUDGET		NO. STAFF	BUDGET	
137	PS	$3,409,275	147	PS	$3,711,046	147	PS	$3,859,487	147	PS	$4,013,866	147	PS	$4,214,559
	OTPS	$3,828,211		OTPS	$3,943,057		OTPS	$4,061,348		OTPS	$4,183,188		OTPS	$4,308,683
	Total	$7,237,486		Total	$7,654,103		Total	$7,920,835		Total	$8,197,054		Total	$8,523,242

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
L.01	Review the practice of participation by local schools in the decision process on leasing or purchasing copying machines.	M: MgtS	12/87	Copier management committee organized, and decision reached on copier standardization
L.02	Reduce costs for maintenance and repairs through an increase in maintenance agreements, decrease in time and parts work, and reduction of work contracted out.	M: MgtS	6/88	Costs for maintenance and repair reduced
L.03	Improve textbook procedures and establish awareness programs at the local level of the monetary value of textbooks.	M: MgtS	6/88	Depository established; textbook management system completed, including network for instruction, Micro-Vax, and the depository; and, system used by local schools

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: L

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
L.04 Implement the Automated Logistics Management Subsystem (ALMS) under the MIS.	M: MgtS	6/88	Applications implemented for textbooks, supplies and materials, equipment management, work orders, and inventory
L.05 Coordinate with educational program officers to ensure review of warehouse catalogues.	M: LSL	2/88	Review submitted to the Superintendent
L.06 Improve supply receipt system.	M: MgtS	12/87	MIS implemented
L.07 Implement pilot program, enabling school sites or divisions to request supplies electronically from the Division of Logistical Support.	M: MgtS	10/87	Project initiated
		10/88	Project evaluated
L.08 Improve the inventory management system so that physical inventory can be effected on an annual basis through coordinated efforts with schools and regional offices.	M: MgtS	10/87, 10/88, 10/89, 10/90, 10/91	Inventory management system improved each year through successive inventories, assessments and system ratifications
L.09 Revise school opening packages.	M: LSL	2/88	Revised packages distributed

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: L

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
L.10 Implement procedures to control the flow of supply requests.	M: MgtS	12/87	MIS implemented
L.11 Consolidate automated supply management activities.	M: MgtS	12/88	Automated supply management activities consolidated by implementing plan developed by Buildings and Grounds
L.12 Update standards for manpower utilization in warehousing, distribution and cafeteria operations.	M: MgtS	6/90	New handling equipment purchased
		6/90	Manpower study completed, and recommendations implemented

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: M**

FUNCTION STATEMENT: Provide nutritious school breakfast and lunch for all students; operate all cafeterias and kitchens; and, manage the free milk program and the distribution of surplus commodities.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
22	PS $ 11,230,564 OTPS $ 27,361 Total $ 11,257,925	22	PS $11,567,480 OTPS $ 28,181 Total $11,595,661	22	PS $12,030,179 OTPS $ 29,026 Total $12,059,205	22	PS $12,511,386 OTPS $ 29,896 Total $12,541,282	22	PS $13,136,955 OTPS $ 30,792 Total $13,167,747

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
M.01	Ensure continued improvements in all areas of cafeteria services (food, environment, furniture and equipment).	M: MgtS	6/88	Standards reviewed for all cafeterias
			6/89	Plan developed to implement standards
			6/91	Plan implemented
M.02	Improve food service activities by increasing participation of parents and students in menu planning.	M: MgtS	6/89	Participation by students increased in all schools through representative groups such as Youth Advisory Councils

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: M

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
M.03 Establish production center to produce bread, pasteries and pre-plated meals now on contract to commercial vendors.	M: MgtS	6/89	Roosevelt expanded
		6/89	Feasibility study completed
		6/90	Plan developed
		6/91	Plan implemented
M.04 Automate food service supply inventory.	M: MgtS	4/88	Plan developed and implemented
M.05 Automate food service equipment inventory.	M: MgtS	4/88	Current system enhanced
		4/89	System fully automated
M.06 Automate menu planning.	M: MgtS	6/89	System designed
		4/90	System implemented
M.07 Automate ordering of daily, weekly supplies from schools to food services headquarters.	M: MgtS	4/91	System designed
		4/92	System implemented

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: M

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
M.08 Automate lunch applications.	M: MgtS	4/91	System designed
		4/92	System implemented

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: N**

FUNCTION STATEMENT: Establish and maintain the process and procedures for certification of educational personnel, administer the interstate reciprocity process, and certify inservice education programs.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
18	PS $ 429,511 OTPS $ 9,898 Total $ 439,409	21	PS $ 501,216 OTPS $ 14,898 Total $ 516,114	21	PS $ 521,264 OTPS $ 15,196 Total $ 536,460	21	PS $ 542,115 OTPS $ 15,500 Total $ 557,615	21	PS $ 569,221 OTPS $ 15,965 Total $ 585,186

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
N.01	Review state standards for teacher certification and the requirements for professional teaching certificates and recommend revisions to the Board of Education.	M: MgtS	6/88	New revised teacher licenses approved by Board of Education
N.02	Monitor compliance with Rules of the Board of Education pertaining to re-certification of teachers and officers.	M: MS, PP	6/90	5-year professional certificates issued
N.03	Implement program to certify all educational personnel in the D. C. agencies and private schools who seek it in the District of Columbia.	M: MS, PP	6/88, 6/89, 6/90, 6/91, 6/92	Certifications granted to qualified educational personnel who seek it as documented by monthly reports

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: N

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
N.04	Develop and implement automated processes to enhance certification functions.	M: MgtS	6/92	All certification functions automated
N.05	Provide training for staff in identified areas.	P&SI: PSI ES&CA: PD	6/88	Training for all staff in identified areas completed
			6/89, 6/90	Annual assessment of staff skill needs identified and appropriate training provided
N.06	Review and develop internal administrative procedures.	M: MgtS	6/88	Administrative procedures revised
N.07	Certify inservice education programs.	ES&CA: PD	7/88, 7/89, 7/90, 7/91, 7/92	All inservice proposals examined and the programs certified, as appropriate

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: O**

FUNCTION STATEMENT: Establish and maintain a procedure for the accreditation of teacher preparation programs according to standards of the National Association of Directors of Teacher Education and Certification (NASDTEC) for institutions of higher education in the District Columbia.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
4	PS $ 143,170 OTPS $ 3,300 Total $ 146,470	4	PS $ 147,466 OTPS $ 3,366 Total $ 150,832	4	PS $ 153,365 OTPS $ 3,401 Total $ 156,766	4	PS $ 159,500 OTPS $ 3,470 Total $ 162,970	4	PS $ 167,475 OTPS $ 3,506 Total $ 170,981

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
O.01	Implement a procedure for the accreditation of teacher preparation and in-service training programs pursuant to the Board Rules.	ES&CA: PD	6/88, 6/89, 6/90, 6/91, 6/92	Procedure implemented with accredited programs and courses approved
O.02	Develop and strengthen relationships with higher education institutions and the public school system in the area of teacher education.	M: LSL	9/89	Accreditation manual developed
O.03	Develop and implement automated processes to enhance accreditation functions.	M: MgtS	6/92	All accreditation functions automated

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: O

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
O.04 Develop and implement systems to increase communications with local schools and higher education institution managers regarding teacher education.	P&SI: SICE M: LSL, MgtS	6/88	Number of meetings and communications increased
		8/89	Number of students placed in DCPS for field experiences increased
		6/90	Number of students choosing teacher education as a major increased

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: P**

FUNCTION STATEMENT: Formulate, plan, and establish personnel management policies, procedures and functions; and, conduct recruitment, staffing and other personnel activities.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
57	PS $1,852,238 OTPS $1,086,352 Total $2,938,590	57	PS $1,907,805 OTPS $1,108,079 Total $3,015,884	57	PS $1,984,117 OTPS $1,144,321 Total $3,128,438	57	PS $2,063,481 OTPS $1,175,560 Total $3,239,041	57	PS $2,166,655 OTPS $1,210,826 Total $3,377,481

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
P.01 Establish and maintain registers of subject matter experts.	M: PP	1/88	Computer listings established and maintained
P.02 Develop personnel systems integrity for: personnel security program (to provide confidentiality and protect the system); criteria to determine who is required to have background check; employee assistance program; and, methods of correcting mistakes in personnel processes.	M: PP	1/88	Standard Operating Procedures (SOP) manual developed
		1/89	SOP manual utilized
		6/89	SOP manual utilized to correct mistakes in personnel processes
P.03 Develop a policy on use of paid lecturers to work in classrooms.	M: PP	6/88	Policy statement written

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: P

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
P.04	Develop policy recommendation on increasing teacher compensation for the assumption of additional teaching load.	M: PP	1/88	Recommendation written
P.05	Develop policy to permit the hiring of subject-area experts to teach.	M: PP	1/88	Policy statement written
P.06	Evaluate the current recruitment practices and requirements for substitute teachers.	M: PP	6/88	Study report/recommendations used to improve recruitment practices
P.07	Review the personnel requirements for the system, including an immediate assessment of a system exodus and subject area loss in five years, in ten years, for early childhood, elementary, junior and senior high school levels.	M: PP	6/88	Survey report utilized to review personnel requirements and initiate revisions
P.08	Implement recommendations in Cooper/Lybrand Study Report.	M: PP	1/92	Recommendations implemented
P.09	Develop and implement a management planning and control sytem.	M: PP	1/92	SOP Manual provided

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: P

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
P.10 Improve the effectiveness of computer applications.	M: PP	1/89	New applications developed
P.11 Prepare a personnel processing procedures manual.	M: PP	1/88	Users manual developed
P.12 Establish a positive image for the Division of Human Resource Management reflecting its responsiveness to employment needs.	M: PP	1/88, 1/89, 1/90, 1/91, 1/92	Newsletter published bi-monthly
		6/88	Study conducted and reported and plan implemented
P.13 Stimulate a spirit of support and assistance among and between all of the Division's staff and the balance of the school system's community.	M: PP	1/88	Users manual produced
P.14 Evaluate and initiate necessary improvement in the recruitment processes.	M: PP	1/88	Revised recruitment plan utilized
		1/89	Process evaluated

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: P

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
P.15 Communicate effectively to applicants of DCPS hiring process.	M: PP	1/88	Brochures describing hiring system developed including specific steps and time frames
P.16 Examine salaries to determine if they are competitive with the surrounding jurisdictions and propose, if appropriate, a restructuring of the salary scales.	M: PP	1/88	Statistics produced
		1/88	Restructuring of salary scale proposed, if appropriate
P.17 Increase flexibility in the residency requirement to allow waviers as needed for new teachers or creative alternatives such as including a housing allowance within the salary.	M: PP	1/88	Recommendations produced
P.18 Increase coordination between the process of certification and personnel hiring.	M: PP	1/88	Coordination increased and documented
P.19 Increase recruitment of experienced subject area candidates who may lack a traditional educational course background but are best qualified to teach a particular course or in a particular area and consider a different standard of measurement for this category.	M: PP	1/88	Number increased of recruits hired with experience in subject areas, but lacking a traditional educational course background

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OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: P

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
P.20 Develop procedures to attract teachers from other jurisdictions or states, perhaps to include a relocation allowance; and to make the best use of the reciprocity agreements with twenty-five states.	M: PP	1/88	Procedures developed
P.21 Develop and implement a comprehensive process to educate the user community in Resource Management and Control Information System (REMCIS) hardware and software and to implement necessary procedural changes.	M: PP	1/89	Training in REMCIS hardware and software provided to user community
		1/89	Procedural changes implemented
P.22 Secure equipment that will provide linkage between REMCIS and Unified Payroll Personnel System (UPPS)	M: PP	1/90	Equipment secured, computer application developed, and linkage established
P.23 Identify needed reports, both internal and external, and the branch and staff responsible for generating these reports.	M: PP	6/89	Function chart identifying needed reports and responsible office developed
P.24 Expand automated capabilities to include "image processing", thus reducing the amount of verbal and written correspondence.	M: PP	6/92	System installed

OFFICE MULTI-YEAR EDUCATION PLAN

OFFICE OF MANAGEMENT SERVICES **FUNCTION CODE: Q**

FUNCTION STATEMENT: Evaluate effectiveness and results of employee performance, and develop personnel programs to promote employee morale and motivation.

Resource and Budget Projections by Function

FY 1987-88		FY 1988-89		FY 1989-90		FY 1990-91		FY 1991-92	
NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET	NO. STAFF	BUDGET
6	PS $ 190,013 OTPS $ -0- Total $ 190,013	6	PS $ 195,713 OTPS $ -0- Total $ 195,713	6	PS $ 203,541 OTPS $ -0- Total $ 203,541	6	PS $ 211,682 OTPS $ -0- Total $ 211,682	6	PS $ 222,266 OTPS $ -0- Total $ 222,266

OBJECTIVES		PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
Q.01	Professionalize the DHRM staff who are in contact with instructional candidates.	M: PP	6/88	Job qualifications and standards revised
Q.02	Institutionalized a client feedback process.	M: PP	9/87	A process to provide feedback to clients on the status of applications implemented
			6/88	DHRM newsletter published
Q.03	Implement recommendations in HSW Communication Study Report.	M: PP	6/88	Recommendations implemented as documented

OFFICE OF MANAGEMENT SERVICES

PLAN FUNCTION CODE: Q

OBJECTIVES	PRIORITY GOAL AREAS ADDRESSED	PROJECTED BENCHMARKS (DATES)	INDICATORS OF ACHIEVEMENT
Q.04 Improve communication, awareness and use of REMCIS for retrieval for personnel information among schools, regions and divisions.	M: PP	1/89	Training and awareness sessions provided
		1/89	Utilization of REMCIS increased as indicated by log-on records
Q.05 Modernize the office environment to include module component furniture and equipment.	M: PP	1/89	New furniture and equipment placed in office

WRITING INITIATIVE

As a result of widely publicized reports, such as the 1981 National Council of Teachers of English's Writing in the Secondary School, the 1983 National Commission on Excellence in Education's A Nation at Risk, and the 1986 National Assessment of Educational Progress' The Writing Report Card, the quality of writing in the nation's high schools has been a subject much researched and discussed. Among the findings of these reports was the revelation that only twenty percent of seventeen year old students in the United States could successfully write a persuasive essay. In addition, despite a slight increase in the teaching of writing, there has been little positive change in student writing performance over the last year. According to a Ford Foundation report, writing, the basic substance of education, has become a neglected skill and must assume its centrality in the instructional program.

Reflecting this national concern, the District of Columbia Public Schools' Board of Education and the Superintendent of Schools have mandated that there be a writing initiative, a five year intensive school system effort to improve the quality of the writing performance of its students. The administration's goal is to establish direction for systemwide emphasis on improving the writing performance of students. The enabling objectives which have been established to achieve this goal are as follows:

- To establish direction for a systemwide emphasis on improving the writing performance of students;
- To create an effective and exemplary model for developing writing skills at every grade level;
- To foster a systematic gain in student writing skills at every grade level;
- To generate administrative enthusiasm and support for the systemwide writing initiative;
- To generate systemwide involvement of every teacher in the development of student writing skills;
- To foster in every student and teacher a positive attitude toward writing.

In responding to this mandate, priority has been assigned to improving the writing performance of secondary students. Therefore, the System has launched this writing initiative which addresses the way writing is taught and learned in its schools. The major assumption of this initiative is that instruction in writing is more effective when every teacher is responsible for using process writing as a means for learning in every subject area, when all teachers understand the writing process and emphasize that process during instruction, and when administrative support undergirds the writing program in each school.

The primary aim is to train teachers of all disciplines to understand the writing process and employ it across the curriculum. It further seeks to ensure systemwide consistency in the teaching and learning of writing while fostering a dialogue among the instructional staff about its priority in the instructional program.

The staff development model for this writing initiative is patterned after the BAY AREA WRITING PROJECT -- a national project for teaching writing across the curriculum. This project, in which classroom teachers are trained to be teacher consultants for the teaching of writing, has proven highly effective in improving student writing performance. Teachers are given the opportunity to: (1) practice the craft of writing; (2) learn techniques for teaching; and, (3) utilize the various stages of the writing process (generating, forming and organizing ideas, revising, editing and evaluating). In addition, all subject-area teachers are provided in-service experiences with methods for using writing as a vehicle for learning and thinking in all disciplines.

The 1986-87 school year was identified as the year of awareness. During this period, the following activities occurred:

- A writing coordinator for the secondary level was appointed to assist in the accomplishment of the goal and objectives of the writing initiative;
- Awareness conferences were held for elementary and secondary administrators;
- Composition aides/theme readers for secondary schools were identified;
- Curriculum guides for grades K-12 were revised;
- Writing coordinators for each secondary school were identified;
- Collaboration with Teachers Convention Committee provided writing workshops for every teacher;
- 7,000 "**WIN** ... is coming" stickers and flyers were designed and distributed at the Teachers Convention; and,
- Three summer staff development programs were developed in collaboration with the Council for Basic Education.

Although the initial thrust of the initiative was directed toward the secondary schools, it has been recognized that there is a need to strengthen the writing program at the elementary level as well. It is believed that substantial improvement in writing at the secondary level will not occur if there is not a solid foundation in writing on the elementary level. As a result, a writing coordinator for the elementary level has been appointed. In addition, each elementary school will identify a writing coordinator.

The 1987-88 school year is the year of implementation. During this period the following will occur:

- Notebooks to hold Writing Initiative Newsletters (**WIN**) will be distributed to all teachers;
- Installments for **WIN** notebooks will be issued;
- Journals for students K-12 will be distributed;
- Additional staff development programs for writing will be conducted; and,

- Suggestions for writing in the various subject-areas will be distributed to teachers.

In support of the initiative, an evaluation of the writing program in the schools has been undertaken by the Division of Quality Assurance to: (1) identify the way in which the writing curriculum is implemented and monitored; (2) describe the writing preparation of teachers; (3) identify the extent to which teachers are using the curriculum material; (4) describe what student assessment data say about the writing program; and, (5) to provide insight into students' attitudes towards writing.

Prepared by
Instructional Services Center
June 1987

MATHEMATICS/SCIENCE INITIATIVE

The Mathematics/Science Initiative (MSI) was established within the District of Columbia Public Schools to develop a program that will enhance student interest and achievement in mathematics and science grades K-12. A planning model, which included conducting a needs assessment through the formation of five focus groups, was developed and implemented. Over one hundred persons participated in one or more of the focus groups: Curriculum, Staff Development, Innovative Programs, Monitoring and Evaluation, and Financial Resources. Reports from these groups were shared with the MSI Task Force which consisted of 52 persons divided into five subcommittees: student achievement, student interest, careers in mathematics and science, and parent/community involvement. Using the reports from the five groups, the MSI Task Force developed strategies for resolving specific problems identified in these five areas. The work of the focus groups and MSI Task Force will be used in the development of a three year comprehensive plan.

The goal of the Mathematics/Science Initiative is to develop a model program for improving student performance in mathematics and science (K-12) through a collaborative process that involves both school and community resources. The program objectives are as follows:

- To increase student interest in the study of mathematics and science as evidenced by greater participation in supplemental/enrichment/advanced courses and/or activitites sponsored by the school and/or community;
- To improve student performance in the classroom on citywide standardized norm-referenced tests, citywide criterion referenced tests, local and national mathematics and science competitions;
- To provide staff development for teachers that will enable them to deliver a high quality instructional program in mathematics and science;
- To assist students (grades 3-12) in the development of goals and plans for careers in science, mathematics, technology, or related fields; and,
- To involve parents, the private sector, and community in the program and in efforts to improve student performance in mathematics and science.

Prepared by
Instructional Services Center
June 1987

ART PROGRAM IMPROVEMENT AND EXPANSION DESIGN (APIED) INITIATIVE

The Art Initiative has been given form through the Art Program Improvement and Expansion Design (APIED). APIED's purposes of upgrading, improving, and expanding art are reflected in its objectives which are to: (1) provide art to all D.C. Public School students, pre-kindergarten through grade 12; (2) enhance and enlarge the existing art program; (3) attain national standards for excellence in art programs.

A committee was formed to discuss the status, concerns, and needs of the existing art program and to provide recommendations for expansion. This committee included art teachers, classroom teachers, administrators from the D.C. Public Schools and neighboring school districts; officials from art museums, art schools, universities, The National Art Education Association; and, other individuals.

Surveys were developed and given to art teachers, classroom teachers, administrators, and others involved in the educational process. The results of the surveys document the current status, concerns, and needs of the art program. Categories for improvement and expansion as identified include: the art teacher, classroom operations, curriculum and instruction, staff development, organizational structure, public relations, and financial support.

In the summary of committee agreements and recommendations, three questions were considered: (1) "What are the distinguishing features of quality art programs?", (2) "What is the current status of the existing art program in the D.C. Public Schools as of school year 1986-87?", and, (3) "What is required to upgrade, enhance, and expand the existing art program?"

Throughout the summary, the underlying philosophy is that visual art, defined as the creative expression of ideas or experiences using design elements of line, color, form, texture, or space with one or more art forms or techniques such as drawing, painting, sculpture, printmaking, crafts, fiber arts and others, is basic to the educational experience of every student. The earliest evidences of human activity are recorded in visual form, and it is universally acknowledged that the visual arts give form to imagination, define the environment, and express our aspirations for the future.

Learning activities that address the affective domain should be an integral part of a well-balanced curriculum. Each student deserves the opportunity to have a creative learning experience as part of the daily schedule. A curriculum must provide opportunities for self worth as it emphasizes creativity, disciplined thinking, and productivity.

The art teacher is essential to the development and sustenance of a powerful and vital pre-kindergarten through grade 12 art program. This person needs to be fully qualified and certified in art.

The statements that follow are a few highlights of observations and recommendations made. Some of these recommendations have been initiated, some are in place, and others may need additional coordination, expansion, or consideration.

> Plans have been formulated to coordinate resources in the District and within the school system for workhops, in-service training, and other staff development experiences. This will be a major source of needed support to art teachers in their effort to expand their artistic horizons, sharpen their skills, and upgrade their knowledge of art.

- Arrangements are being made to utilize the enrichment resources of the many cultural and educational institutions in the Washington area which generously offer their services to our students and teachers. These services need to be centrally coordinated and must be adequately monitored for maximum benefit and minimum disruption.

- A more dynamic public relations effort is planned for greater community awareness of the art program in the D.C. Public Schools. Also, a more ambitious and sophisticated exhibition program featuring artwork produced by students and by art teachers is needed.

- A specialized program to provide supplementary and in-depth art experiences is being designed for students with special artistic interest and/or talent, predominantly on the elementary and junior high school levels. These supplementary experiences will be provided in addition to the regular art program.

- A sincere effort needs to be made by all school personnel, parents, and community to enthusiastically endorse a quality art program for all of the students and to provide needed support .

- Facilities, supplies, materials, and equipment in sufficient quality and quantity are indispensable for any art program. Adequate budgetary support is essential to the success of the overall program.

- Curriculum revision needs to incorporate aspects of the expanded curriculum thrust which includes art history, aesthetics, criticism, as well as studio experiences.

- A sequential program of art instruction needs to be provided for all elementary, middle, junior high, and senior high school students taught by teachers certified in art.

The unique needs of D.C. Public school students are of major importance in the APIED design. Sometimes, the general public as well as educators mistakenly believe that children do not need art. Yet, all human beings have artistic and aesthetic needs. The school art program as envisioned in APIED will enable each student to respond to art, create art, and experience self-fulfillment from creative efforts.

Prepared by
Instructional Services Center
July 1987

EARLY CHILDHOOD EDUCATION

The District of Columbia Public Schools initiated the development of an Early Childhood Comprehensive Plan and the development and dissemination of pre-kindergarten and kindergarten curriculum guides. These activities serve to meet important needs of early childhood programs in the schools.

The Early Childhood Comprehensive Plan is in the process of being developed by the Early Childhood Comprehensive Plan Task Force comprised of representatives from all early childhood programs in the school system, including the Special Education Preschool, the Burdick Child Care Center, the High School Child Development Centers, and Head Start, as well as, the regional Assistants for Instruction, the Division of Staff Development and representatives from the Office of D.C. Children, Department of Human Services. This Task Force has defined the mission of the District of Columbia Public Schools' Early Childhood Education Programs as: the provision of educational experiences for children from birth through five years of age which respect their individual, unique and cultural patterns with equal attention and care given to their emotional, physical, intellectual, and social development. Identified goals of the program are to:

- Build upon the knowledge, strength, and life experiences that children bring to school;
- Provide for the development of the whole child;
- Ensure a healthy, safe, and secure environment that provides optimal learning;
- Promote parent-professional partnership for effective early childhood education; and,
- Provide a professional development program for staff to enhance and promote the knowledge, skills, and competencies required to implement the goals and objectives of the early childhood programs.

Behavioral objectives have been delineated for each of the five goals that make up the plan and will aid in the continuous evaluation of programs. For example, "consult with parents on matters which effect the educational experiences of their children;", "work with parents to increase their understanding of children's developmental needs;", and, "how parents can reinforce curricula goals in the home setting," are the objectives for the dealing with parent-professional partnership for effective early childhood education.

An articulation of guidelines and procedures for operation that sets standards across schools for student/teacher ratio, parent conference time, admission requirements, and reporting of student progress is included in the Plan. The discussion of professional development reflects a clinical approach, utilizes teacher and staff needs assessment for planning staff development, establishes linkages with other programs and extends invitation of planned professional development to communicate child development programs informing them of professional development opportunities offered through the District of Columbia Public Schools.

The instructional program addressed in the Plan provides for the development of the whole child. It is responsive to the child's developmental needs by: providing strategies for instruction that will enable children to be physically and mentally active, make choices, engage in concrete learning activities with materials and people relevant to their own life experiences,

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and by utilizing materials that take into account the physical, cognitive, and social needs based upon known developmental progression. Daily opportunities to use large muscles, as well as, opportunities in the fine arts and access to community learning experiences have been planned.

Coordination of all of the early childhood programs and their activities have been addressed through an organizational structure that includes establishing an Early Childhood Office responsible for developing, compiling, interpreting and disseminating general and specific guidelines and policies as they relate to regular budgeted and federally funded early childhood programs. Staff will monitor early childhood programs to ensure compliance with established guidelines, to ensure the evaluation of the ECE programs, and to provide citywide professional development activities.

School year 1986-87 saw the completion and dissemination of the Pre-Kindergarten and Kindergarten Curriculum Guides, Volumes I and II. The content and teaching strategies contained within the volumes enable the teacher to provide a developmentally appropriate program through the selection of those activities and strategies that are both age appropriate and developmentally appropriate for each child.

Volume I contains monthly units designed to foster conceptual thinking and relating objectives to themes that motivate, such as, holidays and weather concepts. This volume outlines materials to be added to each learning center so that the centers create an environment for reinforcing developmental skills and learning and reviewing monthly objectives.

The Competency-Based Curriculum format is utilized in Volume II. It brings the pre-kindergarten curriculum into conformity with the Pre-Kindergarten to Twelfth Grade continuum by providing specified sequenced objectives that clearly define the order of presentation. Individual needs can be met by identifying where the child is on the continuum. This format speaks to the assumption that human behavior is sequential in development. That is, a new behavior is based on similar behavior that preceeded it in development. In addition, instruction in the pre-kindergarten is most effective and economical, in terms of time and effort, when learning activities are planned and implemented to bring about specific desired behavior change in the child. Volumes I and II were presented to all pre-kindergarten teachers in regional workshops and sent to each elementary building principal and regional supervisor.

Finally, the Division of Quality Assurance has initiated extensive evaluation of the early childhood education programs. This evaluation, too, sprang from the Early Childhood Initiative and began in Spring 1987 and will continue for the next three years. It includes looking at four distinct program types ranging from the more child-oriented classroom model to the more teacher-initiated and academic model and how these programs meet the developmental and cognitive needs of children.

Prepared by
Instructional Services Center
July 1987

CAREER-FOCUSED TEACHING PROFESSIONS

The problem of the quantity and quality of students entering the teaching profession is a reality currently facing public education. In 1982, only 5 percent of all high school seniors who took the SAT examination expressed an interest in the field of education. Specifically, a recent study indicates that within five to ten years the District of Columbia Public Schools will experience the retirement of hundreds of its most experienced administrators and classroom teachers. Added to this is the constant problem of teacher recruitment and attrition which characterizes all inner-city schools.

The Career-Focused Teaching Professions Program will join the already existing eight programs of the Public/Private Partnership (PPP) Program, the collaborative venture between the D.C. Public Schools and private industry, in addressing this problem. The PPP Program enables high school students to have hands-on experience and specialization in one of the following eight fields: Pre-Engineering, Communications, Health Careers, Business and Finance, International Studies, Travel and Tourism, Culinary Arts and the Building Trades.

In 1983, The National Commission on Excellence in Education issued a report entitled, A Nation at Risk. This report found "...that not enough of the academically able students are being attracted to teaching; that teacher preparation programs need substantial improvement; that the professional working life of teachers is on the whole unacceptable; and that a serious shortage of teachers exists in key fields." Since the issuance of this report, the Southern Regional Education Board, the Carnegie Foundation for the Advancement of Teaching, and numerous other state and professional organizations have issued comparable reports with similar findings.

Despite widespread predictions of a nationwide teacher shortage, there are more than enough applicants to fill available teaching jobs for fall 1987. Information obtained by the National Center for Education Information through a telephone survey in June, 1987 of 93 school systems including the 16 largest in the country, suggests that the unexpected surplus of applicants has been caused by rising salaries and the "responsiveness" of qualified college graduates to teacher recruitment efforts including advertising, recruiting trips and incentives from local businesses.

This reprieve may be short term and is no guarantee of a long term solution to the large number of anticipated retirements from the District of Columbia Public Schools over the next five to ten years. Nor does it address the problem of attracting academically able students, improving the quality of teacher preparation programs, and improving a teacher's professional working life.

The 1987-88 academic year will be used as a planning year by the District of Columbia Public Schools' PPP Program Career-Focused Teaching Professions. The primary mission of this four-year school program will be to encourage and prepare college-bound students to enter the professional field of education.

The specific objectives of the Career-Focused Teaching Professions program are:

- To promote and enhance a positive image of the teaching profession;
- To attract talented students of various ethnic and socio-economic backgrounds into education careers;
- To increase awareness of career opportunities and expanded job-related tasks of educators by providing students with extensive field experiences and observations in various settings;
- To encourage and train students to keep abreast of current and emerging research and technology and the impact on the educational community;
- To project strategies and provide opportunities for students to translate and apply theories to actual classroom "hands-on" practice;
- To facilitate access to institutions of higher education among students who might not otherwise have such opportunities; and,
- To involve educators, the business community, and the public in the encouragement and preparation of future teachers.

Prepared by
Public/Private Partnership Program
June 1987

INTEGRATING THE COMPUTER INTO THE EXISTING CURRICULUM THROUGH MICROWORKS

Having successfully met the Board of Education's computer literacy mandate for training, hardware procurement and installation, and the establishment of computer laboratories in all schools, the primary goal for the Computer Literacy Training Laboratory during SY 1987-88 is promoting full utilization of the computers through integration into the existing curriculum. The implementation and integration process will include specialized training for instructional personnel, on-site staff support, and most importantly a product designed especially to facilitate the integration process called MicroWorks.

MicroWorks is the result of a collaboration between the District of Columbia Public Schools and a publisher, Institute for Scientific Information Press. In May, 1986, representatives from the Division of Program Development and Planning and the Computer Literacy Training Laboratory met with the publisher and evolved the ideas that would become the foundation and concepts for MicroWorks. MicroWorks would address the inherent local and national instructional needs resulting from putting computers in the classrooms. The product conception was futuristic in nature.

MicroWorks is the first product of its kind. It is designed to integrate the use of software application programs such as word processing, data base management, electronic speadsheets, and Logo, into subject-area curriculum. The product consists of learning activities in the areas of Language Arts/English, Mathematics, Social Studies, and Science for grades 7-9. Additionally, for each tool application area, generic tool application software has been designed with the inclusion of data files to go with specific learning activities. Each learning activity focuses on specific subject-area objectives that lend themselves to being effectively taught through the use of tool software and through the efficient use of the computers. The learning activities are simple to use with step-by-step instructions for teachers and students. With as little as three hours of training, the average classroom teacher will be able to use the product.

MicroWorks has fourteen modules in the area of Language Arts/English. The modules include creative writing, composition, literature, and grammar. Social Studies includes world geography, U.S. history, regional history, and world history; Science includes life science, earth science, and, physical science; and mathematics includes general math, pre-algebra, and practical math. All activities in the modules are linked with the appropriate application tool and presented on all levels of the cognitive hierarchy.

Representatives from the Computer Literary Training Laboratory, the Divison of Program Planning and Development, and approximately fifty DCPS teachers played major roles in the development, design, and evaluation phases of MicroWorks. The design and developmental phases occurred during the Summer of 1986 at the Computer Literacy Training Laboratory. Sixteen subject area teachers were selected to write learning activities. Consultants and authors worked with the teachers on an on-going basis. Lessons were tested, edited and revised continuously. At the conclusion of this phase, lessons/learning activities were submitted to the publisher for review and acceptance.

The editing and revision phase took place during the fall of 1987. Staff persons from the Computer Literacy Laboratory actively evaluated the instructional materials submitted by teachers and by ISI press writers and editors. Lessons/learning activities were edited, rewritten, and in some instances new activities were developed. ISI Press staff persons had major responsibility for completing this phase.

The pilot phase for grades 7-9 took place during the spring of 1987 and involved thirteen DCPS schools as well as schools in other districts recruited by ISI Press. Teachers who had not previously been involved in the project were selected and received training on the use of the lesson activities and the tool application software. The evaluations provided by the participating teachers and students were very positive and indicated a high degree of interest in continued use of the MicroWorks instructional materials. Feedback provided by the teachers was used to make recommendations to the software developer regarding more effective operation of the software.

The final production of the MicroWorks materials and software for grades 7-9 is taking place during the summer of 1987. Under the terms of agreement, ISI Press will be producing the MicroWorks products commerically and DCPS will receive royalties on all future sales. Additionally, DCPS will be able to purchase materials for continued use at approximately half their market value. Implementation of the MicroWorks materials is scheduled for fifty-four DCPS schools housing grades 7-9 or any portion thereof beginning in the fall of 1987. Training and implementation will be coordinated through the Computer Literacy Training Laboratory.

The national marketing response to the MicroWorks levels 7-9 materials has resulted in plans to develop materials for grades K-6. This process will occur in two phases with grades 4-6 materials available in the winter of 1987 and grades K-3 in the spring of 1988. The ISI Press has requested the continued involvement and direction in the project provided by DCPS through the Division of Program Development and Planning and the Computer Literacy Training Laboratory. The duties and responsibilities of these offices as well as royalities and other related issues are currently under negotiation with ISI Press. Current plans call for the K-7 materials to be interdisciplinary in keeping with the instructional approach used for those grade levels.

The advantages and benefits of having such a product are numerous. The results are increased effective computer utilization and integration into the existing curriculum. The introduction and use of toolware promotes higher order thinking skills, logical reasoning and problem-solving skills. Students benefit by having more capability to apply newly acquired skills in the learning process. The learning activities present standard subject-area-objectives in the state-of-the art context and format, stimulating motivation, enthusiasm, and interest on the part of students and teachers. Excitement is added to the learning process as objectives are reinforced through the use of technology. Moreover, interactive learning is fostered. In addition, computer literacy skills are a built-in feature that are simulatenously acquired as a result of completing the learning activities.

Prepared by
Computer Literacy Training Laboratory
July 1987

PROJECT SUCCESS

In November 1987, the Mayor of the District of Columbia called for the creation of an interagency effort, involving initially the Department of Employment Services (DOES), the District of Columbia Public Schools (DCPS), and the Archdiocese of Washington, to cooperatively plan and implement a program to provide a job for every graduating senior in the District of Columbia who wants employment. Joined in a partnership with the private sector through the Federal City Council, leaders from within the government, the public and private school sectors, and private industry are working hand-in-hand and blending resources to make the program a reality. The goal and objectives of Project SUCCESS are stated below:

Goal

To provide every graduating senior in the District of Columbia Public Schools and graduates of participating schools of the Archdiocese of Washington with the information, tools, skills, and opportunities needed to succeed in becoming productive and self-sufficient citizens either as students at a college or vocational school, as employees in the labor market, or as members of the military.

Objectives

- To introduce seniors to employment resources and strategies for accessing current and emerging labor market trends in the Washington, D. C. area and in the nation.
- To establish a student data base on participating seniors.
- To encourage and inform seniors about advanced training and educational options including junior college, college, trade and technical schools, on-the-job training, internships, military service, and apprenticeship opportunities.
- To facilitate placement after high school by providing each senior with a Project SUCCESS portfolio including model resumes and sample cover letters, tips and techniques for monitoring oneself; a bibliography; information about advanced training and educational opportunities; and a resource directory.
- To demonstrate through discussion and simulations, appropriate dress and proper interviewing techniques, and other effective behavior for obtaining and maintaining a job.
- To place all graduating seniors who want a job, in a job through the Youth Employment Program and to provide follow-up job training and placement, as requested.

- To establish a student referral system and an apprenticeship/school linkage program for seniors who are interested in apprenticeships.

The Superintendent of Schools and the the Director of the Deparment of Employment Services are providing direct leadership to Project SUCCESS. The District of Columbia Public Schools and the Catholic Archdiocese of Washington demonstrated commitment to Project SUCCESS by providing orientation to school administrators about the purposes of the project, by establishing local school teams consisting of career and academic counselors and the principal or assistant principal, by surveying prospective graduates, and by scheduling time for six 45-minute "program modules" for seniors.

Beginning in March 1987, the Department of Employment Services sent instructors into high schools to present the program modules. These modules were intended to help seniors define their own career goals and learn about job hunting and interviewing skills as well as market trends. A description of the modules follows:

- Module I. Students identify their "ideal" job;
- Module II. Students focus on career planning and begin to assess their own values, interests, and skills. Based on their self assessment, students begin to refine their occupational goals;
- Module III. Students begin to identify job hunting resources and employment trends;
- Module IV. Students explore apprenticeship opportunities;
- Module V. Students examine self-image in relationship to work as well as the importance of behavior and dress; and,
- Module VI. Students develop personal action plans and are taught resume preparation and interviewing skills.

When the students graduate from high school, DOES continues to work with them by placing them in the Mayor's Summer Youth Employment Program or the D.C. Apprenticeship Program.

The Black Men's Forum, a community-based organization, is developing a mentor program in an effort to provide concentrated support and guidance to the Black males involved in the program.

Year one of Project SUCCESS is divided into four phases as follows:

- Phase I - Implementation at the local school level through the presentation of modules to graduating seniors. March 16 - May 15, 1987.
- Phase II - Graduates assigned work at job sites through the Summer Youth Employment Program (SYEP). June 29 - August 14, 1987.
- Phase III - Provide job readiness training for graduates who have not been placed. August 31 - October 2, 1987.

- Phase IV - Complete job placement for all participating graduates. October 5, 1987.

In addition to employment in the public sector, DOES continues to actively solicit firms in the private sector to make direct hires of Project SUCCESS graduates. High school seniors interested in the trades are being referred directly to the Apprenticeship Office for placement.

In the fall of 1987, the cycle of the phases of Project SUCCESS will begin again in the senior high schools.

Prepared by
Division of Program Development and Planning
July 1987

HUMAN RESOURCE DEVELOPMENT PLANNING

Background, Problems and Objectives

Research prognosticators such as the National Education Association, the Rand Corporation, and statistical citings in The Condition of Education and the Digest of Education Statistics indicate an increasing shortage of qualified teachers. Greater career options and attractive job alternatives are outdistancing the teaching field in the race for careers in the 1980's. Moreover, factors such as the growing number of retirements, decreasing number of new college graduates and increasing demands of teaching (set against low compensatory rewards) are proving critical to the exodus of teachers from the profession and, consequently, to the escalation of teacher shortages and corresponding position vacancies.

Attracting, keeping and enabling excellent teachers, therefore, have become critical priorities for D.C. Public Schools, as they have for school systems throughout the United States. The D.C. Board of Education at its Winter Planning Retreat, the Executive Council in March 1987 sessions, and findings of the Coopers and Lybrand, November 1986 study of personnel processing procedures for DCPS concur that a systemwide effort be undertaken to facilitate with all deliberate speed a coordinated certification and hiring activity and a comprehensive program for staff development and orientation for all employees.

Additionally, the Board requested the development and implementation of a coordinated personnel/certification activity which provides for the addressing of system needs in the following areas: (1) position status, (2) certification, (3) recruitment, (4) selection, (5) orientation/training, and (6) placement. These aspects of the hiring activity would be augmented and assisted by maximum use of automation resources. The computerized data support system would assist in the timely and accurate processing of personnel/position transactions by tracking actual and projected vacancies, categorizing and storing position and budgetary resources, utilizing control information and mechanisms, and providing integrated data consensus. These measures would position the school system as a proactive, rather than reactive, manager of resources.

In carrying out these tasks at the direction of the Board, the Superintendent appointed a Task Force on Human Resource Development Planning to identify problems and determine strategies to address them. The Task Force targeted areas identified by the Board and Executive Council as critical, priority goals.

Accomplishment of these goals will assuage the system's loss of prospective teachers in critical areas due to long hiring procedures, improve the ability of D.C. Public Schools to attract quality candidates in all areas, facilitate a re-writing of certification evaluation levels, and make accessible professionals from the trade industries with career education skills, but who are not by current standards "certifiable." Additionally, these measures will provide incentives to keep good teachers in the classroom, once garnered, and augment competitiveness to a degree comparable to or exceeding that of other school systems.

The Task Force has specified only those recommendations which investigation suggests will ameliorate hiring effectiveness, lessen system overlap and duplication, facilitate the best use of available resources, improve public and personnel relations, and more favorably position the system as a competitive employer.

In studying the DCPS recruitment-to-placement process, the Human Resource Development Planning Task Force generally agreed that delays are related to problems identified by Coopers and Lybrand, such as:

- Absence of formal, written standards and procedures for uniform handling of applications;
- Excess handling of applications through multiple reviewers in decentralized locations;
- Deficiencies in data management and automated support systems.

In addition, the Task Force found that the current stipulation requiring applicants to hold formal certification prior to being hired both delays the selection process and is inconsistent with policies in surrounding school districts competing for teachers in the same candidate pool.

Summary of Major Recommendations

After reviewing DCPS processes, available literature, and the practices of surrounding school districts through site visits, the Task Force has concluded that the following major recommendations will enhance the District's delivery of services to employees in the areas of personnel, certification and staff development.

Submission of Application

Recommendation 1: All persons interested in employment with the District of Columbia Public School System will submit the application for employment to the Division of Human Resource Management. The Division of Human Resource Management will forward applications for teaching certificates for new employees to the Division of Certification and Accreditation for processing.

Recommendation 2: The Division of Human Resource Management will establish a filing system for new applicants that will be maintained by teaching discipline.

Recommendation 3: Applications will be forwarded to the Operations Unit (DHRM) for processing. The Operations Unit will review the application and determine that all appropriate documents have been included.

Recommendation 4: The files for new applicants should be a separate system from that for in-service employees.

Recruitment Recommendations

Recommendation 1: Recruitment teams should consist of persons with educational backgrounds and experiences compatible with types of positions being reviewed.

- School principals
- Mentor teachers
- Staffing specialists
- Other school officers

Recommendation 2: The Division of Human Resource Mangement should identify applicants from the following areas:

- Colleges and universities
- Demographic regions with known or projected excess of staffing
- Retired personnel - professional and military
- DCPS qualified applicant file
- Substitute teachers
- Retraining of excess teachers for areas of critical need.

Recommendation 3: The school system must establish official and regular contacts with the following:

- High school seniors interested in teaching as a career
- Student teachers at local colleges and universities
- All forms of print media (local newspapers, professional journals, colleges and university newspapers and bulletins)
- Personnel at military bases and congressional staff members.

Recommendation 4: Recruitment activities must be conducted on an ongoing basis.

Certification Recommendations

Recommendation 1: The actual issuance of a Teaching Certificate or License should not be a prerequisite for employment. Instead, the applicant's eligibility for employment is based on a review of their credentials in the Division of Human Resource Management.

Recommendation 2: The staffing specialists in the Division of Human Resource Management will review the records of applicants and determine if they are certifiable for a position. Immediate follow-up should be made by personnel officers to substantiate employment in 48 hours, if all documents are in place.

Recommendation 3: Applicants interested in employment with the D.C. Public Schools should submit all credentials to the Division of Human Resource Management. Individuals seeking to obtain a teaching certificate/license but not interested in DCPS employment should submit application to the Department of Certification and Accreditation (State Office).

Recommendation 4: There should be an intensive effort to develop an evaluative instrument to determine mastery of content for new employees.

Recommendation 5: Annual workshops or seminars should be conducted with supervisors and administrators to give an overview of the certification and personnel process.

Selection and Placement Recommendations

Recommendation 1: The personnel staffing specialists should have educational backgrounds and experience that will provide them with the knowledge and needs of local schools since they will do the initial interviewing of applicants and serve on the recruitment teams.

Recommendation 2: The personnel staffing specialists should be organized so as to be responsible for a specific grade level and content area; e.g., elementary, secondary Mathematics, English, etc.

Recommendation 3: The Division of Human Resource Management should refer qualified applicants directly to the principals for interviewing for vacant positions.

Recommendation 4: Principals should be the responsible school officer for selecting the best qualified candidate for school level vacancies from the identified pool of candidates referred from DHRM.

Computerized Data Support Systems

Recommendation 1: It is recommended that the DCPS Data Steering Committee, in coordination with the Division of Information Resource Management (DIRM) and other relevant DCPS offices take immediate action to conceptualize and implement a computerized management information system.

Recommendation 2: It is recommended that the Data Steering Committee and DIRM closely review the management information with particular attention to that of the Baltimore County Public Schools, in order to devise automated data bases that will serve the DCPS personnel management needs in an efficient and cost effective manner.

Teacher Allocation Recommendation

To increase the level of information to principals and others affected by the teacher allocation process, the following steps are recommended:

1. Principal should receive a copy of the general allocation criteria.
2. Principal should receive information that advises them of approved variances to the allocation process that affects teacher and support positions within their school.
3. Principal should receive on a timely basis the allocations for a given school year.

Training and Orientation Recommendations

Recommendation 1: The D.C. Public Schools should provide partial or full payment for professional development courses at the university level for teachers with methodology or content deficiencies. Compensation should be made only to teachers of subject areas critically short of instructors.

Recommendation 2: All new teachers and other identified school personnel should be provided with the following staff development orientation emphasis:

- Instructional priorities of the Board of Education
- Instructional delivery and monitoring system to include CBC, SPP, and SSPP
- Management support for instruction
- Recertification cycle requirements.

Recommendation 3: A preparatory credit-bearing course should be designed and implemented, focused on foundations and methods for content specialists who lack pedagogical backgrounds.

Recommendation 4. In-service courses that have been designed in consultation with university officials should be allowed for course credit and required for certification and recertification.

Recommendation 5: There should be a comprehensive training program under the director of Staff Development for all employees, new and in-service, to ensure consistency in training standards.

Retired Business and Military Personnel

Recommendation 1: We recommend that content-area specialists who have retired from military or business careers be specifically recruited.

The report from the Task Force on Human Resource Development Planning was approved by the Superintendent in June 1987. The implementation schedule for the recommendations commenced as of July 1, 1987 and will be fully operational for the school year 1987-88. Pertinent Superintendent's Directives will be disseminated to all school officers as required to communicate the appropriate administrative procedures.

Department of Certification and Accreditation
July 1987

STUDENT INFORMATION MANAGEMENT SYSTEM (SIMS)

The Student Information Management System (SIMS) is an automated management system and computer network developed for use by local schools. Student data, entered through the Digital Pro 350 and housed in SIMS, is designed to address current administrative problems such as:

- inaccessibility of the central computer;
- time-consuming delays in updating student records,
- duplication of effort and reporting;
- excessive paperwork; and,
- multiple errors.

In attempting to alleviate these problems, the goal of SIMS is to facilitate automated procedures for student enrollment and registration, daily attendance accounting, course selection, class scheduling, and report card issuance.

SIMS is in compliance with the school system's legal and policy requirements in maintaining student enrollment data and ensuring authorized access. The District of Columbia Code provides that the Board of Education must have a record on file of every child between the ages of 3 and 18 who enrolls in or withdraws from school. Therefore, the primary focus of SIMS is to ensure a complete and accurate Student Biographical System, i.e., enrollment data base. Administratively, the software easily manages, maintains and supports student enrollment at the local school, regional and central levels and enables designated staff to develop and/or ascertain pertinent information such as student demographic distribution, grade level, and membership data.

Prior to SIMS, enrollment data was processed centrally, from the Student Enrollment Form V, Student Verification Form RV, and the Transfer-Withdrawl Form TW. Virtually a paperless operation, SIMS renders the manual processing of these forms unnecessary. When the student biographical data is entered, SIMS automatically assigns each student a systemwide identification number. This identification number allows schools to verify enrollment and ensure the accuracy of student records. Through the Student Biographical System, SIMS also permits schools to secure names of all new students, designate students as pre-enrolled, generate homeroom lists, and process student transfers and withdrawals as well as account for students transferred from other schools. The parent/guardian or adult student can be provided with a computer printout of all of the enrollment data for verification and signature.

The Student Attendance System, like the other SIMS programs, uses the data in the Student Biographical System as its basis for processing. The Student Attendance System records daily attendance and, in turn, generates absentee lists and global regional reports by school, grade, homeroom, and so forth. The System has the capacity to "flag" students with three or more consecutive absences and to look for patterns of absences, e.g., students absent together on the same day of the week. SIMS then, generates this automated student data base to provide information to administrators at executive, managerial, and operational levels for use in program planning, service delivery, evaluation, reporting and decision making, and produces weekly, monthly, quarterly, and yearly reports. Thus, this aggregate data base eliminates a prodigious amount of paperwork heretofore required.

SIMS is being implemented in the schools, under the Directive of the Superintendent, as a cooperative effort involving the Deputy's office, the Division of Student Services, the Division of Information Resource Management, the Division of Program Development and Planning, and the Division of Quality Assurance. The SIMS system will be fully implemented by the end of SY 1991-92 including: Master Schedule System, Pupil Course Requests System, Student Scheduling System, Grading System, and other miscellaneous SIMS components.

Prepared by
Division of Student Services
July 1987

INVENTORY MANAGEMENT SYSTEM (IMS)

The Inventory Management System (IMS) is an automated system developed to make the electronic purchasing of warehouse supplies available to all schools and offices. This system, developed by the Division of Information Resource Management (DIRM) for the Division of Logistical Support, was pilot tested by several schools and offices. Full implementation of the system is projected for fall 1987. Systemwide training is scheduled for September 1987 so that officers will be able to order basic supplies from the Supply Management catalogue by October 1, 1987.

This effort is the culmination of months of collaboration between DIRM and Logistical Support. Schools are excited at the prospect of being able to order school supplies from the warehouse directly through their Digital Pro 350 computers. Implementation of this system will improve the delivery of goods and services to schools and offices significantly because: (1) several steps in the old ordering procedures will be eliminated, (2) greater accuracy of fiscal balances will be available for schools and the Division of Finance, and (3) costs for supplies ordered will be deducted from user accounts immediately because IMS is tied directly into the computerized financial management system.

The Digital Pro 350 computer, already installed at each school site, is the key to accessing the system. Plans for proper linkage and hook-ups are still in process, but it is expected that the system will be operational on or before October 1, 1987. IMS has the following capabilities:

- Generates school/office annual supply requests;
- Tracks supply requests;
- Checks stock inventory levels;
- Verifies funding availability to schools and offices;
- Sends stock-pull authorization to the distribution facilities office;
- Updates stock records;
- Posts requests to the back order file when there is insufficient quantity to fill a request; and,
- Generates inventory, distribution and status reports.

Use of this system completely eliminates the Form PSBA-10M short form for ordering annual supplies. This means that moving this form, keypunching this form, and prevalidating in Finance will be performed automatically by the system. Wherein supply orders have usually taken 2 to 4 months to process with the old system, IMS is expected to reduce the time between ordering and receiving goods to a matter of days. A manual for users has been developed and tested by the Division of Logistical Support and the Division of Information Resource Management. The inventory management section, which is in the Supply Management Branch, will be responsible for the management of this system.

Prepared by
Division of Logistical Support
July 1987

APPLICATION TRANSFER STUDY (ATS)

The Data Processing Steering Committee has identified four important trends which document the growing need for a long-range, comprehensive approach to determine DCPS' future automated information needs: (1) that computer usage is growing more costly and more complex; (2) that applications require longer development periods; (3) that requests for the development of new applications have an impact on multiple organizational units; and, (4) that various offices are becoming increasingly dependent on computerized systems to enhance employee productivity.

In recognition of these important factors, two studies were initiated this summer. The first was an Application Transfer Study (ATS) which is designed to assess the current situation with regard to hardware and software and the uses being made of computerized applications. Under this study, three teams were established to assess the current situation: (1) the Instruction and Instructional Management Team; (2) the Administrative Systems Team; and, (3) the Budget, Finance and Personnel Team.

The ATS was started with two full-day planning sessions. The first session was convened at the Sumner Building by the Superintendent to identify executive concerns, determine the planning method, and set the time frame for the study. An important aspect of the planning was the fact that the effort was fully supported by the Superintendent and Deputy Superintendent, and that they assumed the roles of executive sponsors for the project. The initial planning session was attended by the Superintendent, the Deputy Superintendent, members of the Data Processing Steering Committee, the Associate Superintendent for Management Services, Regional Assistant Superintendents, and the Deputy Directors in the Division of Information Resource Management (DIRM).

Each of the planning groups met to develop the materials and procedures necessary to conduct the study. One of the first tasks was to identify the people who have primary relationships with computer use and who are directly impacted by automated applications. Questionnaires were developed and sent to identified computer users throughout the system. Over two hundred individuals in 36 different job categories were selected to be interviewed.

During the last week in June 1987, interviews were held at Dunbar Senior High School. Approximately one hundred and fifty of the selected individuals participated. Four groups of individuals were interviewed in one-hour sessions each day, by the teams in each of the three areas. Twelve sets of interviews were held each day and, after each session, the teams recorded their findings and developed a consensus on the issues raised by the persons interviewed.

In the interviews the individuals were asked to provide information on their relationship with computers, their concerns with the present situation, and their perceptions of what is needed to improve conditions for the future.

As a result of the interviews, the information was compiled into three topical areas; current environment, concerns and perceived needs and benefits. Each team reported that there was extensive computer usage throughout the areas being examined. The preliminary results suggest that computers are being used in every aspect of instruction and instructional management. The type of use and the degree of usage vary. In all the management areas, including budget, finance and personnel, there is a significant number of computerized applications currently in use and under development.

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There is a high level of computer usage in the school system and the volume is expected to increase. The school system has tripled its level of computerized capability, in recent years but the demand for service continues to increase.

Recognizing this phenomenon, the study teams recorded the concerns and perceived needs of the persons interviewed. The description of computer usage in the instructional area covered every segment of the system and all schools. In the instructional area, the Instructional and Instructional Management Team documented the following concerns: computer access, curriculum, training, installation and maintenance, staffing, networking, use of resources, quality of software, and the sharing of technical information and data.

The Administrative Systems Team identified an extensive computerized environment for administrative applications at different stages of development and operation. Eight areas of concern were identified by the persons interviewed, i.e. inter/intra-office communication, terminals, centralized data base, automated systems, training, document tracking, electronic mail, and excessive forms.

The Budget, Finance and Personnel Team identified eleven areas of concern and, as with the two other groups, provided an extensive listing of computerized applications that are now in use. The areas of concerns were: training or staff development, data integrity/accuracy (including timelines), paperwork overload, system integration, communication between systems, automation of manual systems, access to information, access to historical data, staffing support, system accountability, and data processing hardware.

Overall, one hundred fifty benefits are listed in the report that would possibly accrue to the school system if the perceived needs were acted upon. The Instruction and Instructional Management noted one hundred twenty-five of the benefits.

A second study, being conducted by external consultants, is in progress. Their first task is to analyze the information collected in the Applications Transfer Study. This second study, known as an "Architectural Study" is designed to accomplish three additional tasks: (1) to qualify the system's current data processing capabilities and to define the improvements required to existing applications, (2) to identify additional applications required to fully support the school system's information needs, and, (3) to develop a strategic plan for full implementation of long-range needs. The long-range plan is scheduled to be completed by November 1987.

In addition to the studies, the Data Processing Steering Committee will evaluate available information to assess the degree to which the findings are valid and institute immediate or short range changes to improve present conditions.

Prepared by
Division of Quality Assurance and Management Planning
July 1987

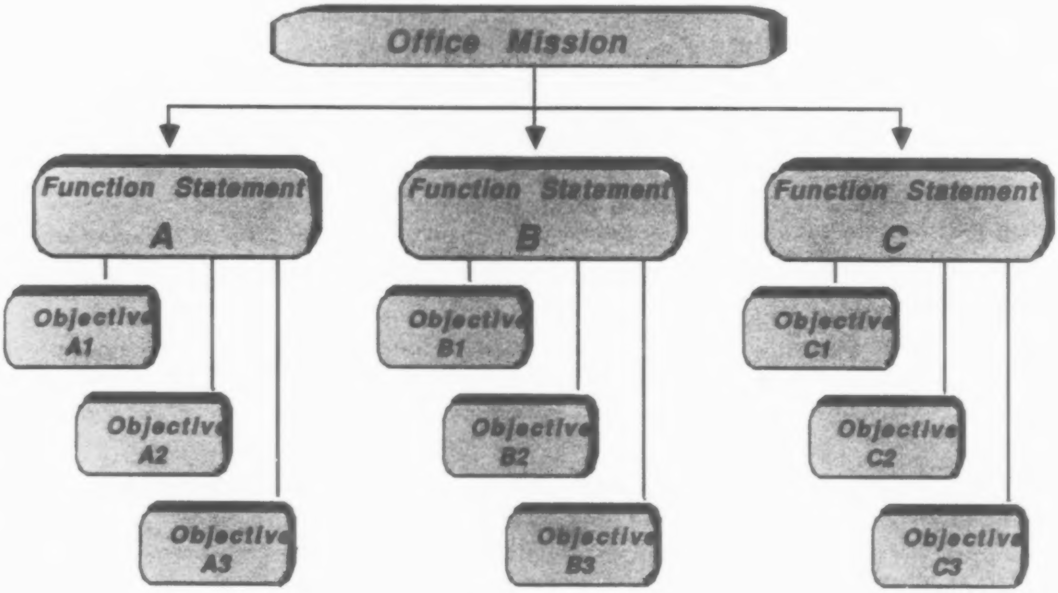
MONITORING SYSTEM

This section contains three separate elements: an overview of the components of the Multi-Year Comprehensive Education Plan, SY 1988-92 which will require monitoring; a description of the monitoring system, which delineates the technical requirements and considerations of the automated system; and, a description of the End-of-Year Report.

The Multi-Year Plan, SY 1988-92

In preparation for the development of the Multi-Year Comprehensive Education Plan, SY 1988-92, each of the four major offices developed a list of "function statements" which can be considered the major duties and responsibilities of the office, and collectively are intended to accomplish the mission of the office. Taken individually, each function statement represents a single major activity of the office. Function statements are broken down into objectives, and objectives are further broken down into critical tasks, which are not included in this document. The four major offices have approximately ten to twenty function statements each, and approximately fifty to seventy-five objectives each, depending on the range of organizational responsibilities of the office, and the number of organizational units. The abbreviated office-level schema below illustrates the hierarchical nature of each office plan.

Office-Level Plan Schema


Office Mission
Function Statement A
Function Statement B
Function Statement C
Objective A1
Objective A2
Objective A3
Objective B1
Objective B2
Objective B3
Objective C1
Objective C2
Objective C3

As a part of the office planning process, cost estimates and the projected number of staff required to implement each function statement for each year of the multi-year planning period have been developed. The function statements will be valid for the duration of the multi-year planning period, or until an organizational realignment shifts the emphasis of the office away from some functions and toward new ones.

The section of the plan which will require constant review is at the objective and critical task level. Objectives are specific statements on what is to be accomplished during the multi-year period. Each objective must by monitored periodically, and assessments must be made to determine how successful the office has been in achieving its stated mission, as defined by the indicators of achievement.

The Monitoring System

Monitoring of the Multi-Year Comprehensive Education Plan, SY 1988-92 and the annual updates will be accomplished through the utilization of an automated monitoring system. The system which is adopted must be user friendly, but have significant capability to manipulate data (search, sort and track) based upon DCPS' diversified reporting requirements. Furthermore, the system must be able to generate the annual End-of-Year Reports in a variety of letter-quality fonts, including the integration of graphs, tables, and other visual displays into the narrative text. A feasibility study will be undertaken to determine the type of hardware and software which will best meet office planning needs.

Each office will be responsible for monitoring and updating its office plan on a periodic basis. The monitoring process will:

- provide documentation of the planning process;
- provide an efficient and effective means for each office to report progress in accomplishing the stated functions, and completing objectives;
- supply information to each responsible unit about the status of its responsibilities; and
- yield information needed by each office to identify quickly and accurately activites which are off plan.

The automated monitoring and planning system is expected to assist in keeping planning and implementation on schedule and to assure interface and coordination of related activities. Objectives contained in the automated monitoring system will be given periodic "status codes" which will indicate its point-in-time status. The adopted set of codes will state whether the objective is ahead of the planned completion date, behind the planned completion date, completed, or on schedule. The monitoring system will be kept on line and available to offices for periodic updating and report generation.

The End-of-Year Report

The End-of-Year Report will give written documentation on how successful each office has been in accomplishing stated objectives, and will serve as the base document which offices will use in preparing the annual plan updates. In developing the End-of-Year Report offices will review the stated indicators of achievement and determine the percentage of completion of each objective.

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 1A: **Within the availability of resources, and based upon evaluations conducted by the University of the District of Columbia and the National Institute of Education, the Superintendent will modify and strengthen the implementation of the Competency-Based Curriculum and Student Progress Plan.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
A.1 Modifications, revisions, and refinements in the design and implementation of the Competency Based Curriculum;	Superintendent	Directions to responsible offices have resulted in completed revision of seven curriculum documents and implementation of reading, mathematics and science materials; additional development of music and art curricula is required. 78%	85%
	Deputy Superintendent	Curriculum implementation completed with materials being utilized in the local schools for reading, mathematics and science. 85%	95%
	Instruction	Curriculum documents completed in English, science, mathematics, social studies, language arts, reading and health, and physical education; scope and sequence documents for music and art completed, but need to be expanded to full curriculum guides. 89%	100%
	Special Services and State Affairs	A continuum of programs and services has been provided to meet the needs of preschool children, adults, out of school youth, handicapped students, and youth in need of specialized educational services; Competency-Based Curriculum guides in Special Education have been developed, published and made available for national dissemination: Foundations (1984), Employment Foundations (1984) and Affective Domain (1985); and ESL-CBC curriculum guides for students were also completed. An additional guide - the Affective Domain for Secondary Students will be developed by 1987. 80%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

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SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
A.2 Provision of a comprehensive program of study for grades 9-12;	Instruction	Secondary Student Progress Plan providing a comprehensive program of study for grades 9-12 completed; policy statements approved by the Board by May 16, 1984. **100%**	100%
	Special Services and State Affairs	Beginning September 1984, the Buchanan Secondary Learning Center was opened for junior and senior high school learning disabled students. **100%**	100%
A.3 The design and implementation of revised standards for grading and promotion on the secondary level;	Deputy Superintendent	Secondary Student Progress Plan implemented in grade 7 in SY 1985 and scheduled for implementation in grade 8 in SY 1986, and grades 9-12 by SY 1987 **16%**	67%
	Instruction	The design for the Secondary Student Progress Plan completed in April 1984. **100%**	100%
	Special Services and State Affairs	In October 1982, the Individualized Education Program (I.E.P.) document was redesigned to indicate more clearly the goals and objectives that were to be implemented for handicapped students; a revised I.E.P. form and manual were developed to assist and guide staff and parents in the development of I.E.P.'s. **60%**	100%

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SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
A.4 Improved instructional delivery system at all instructional levels;	Deputy Superintendent	Division of Secondary School Improvement established; goals and objectives established. 55%	100%
	Instruction	Revised survey tests developed in reading, continued on-site support; regular meetings with teacher groups and provision of current subject area guidelines on the elementary level, and continued refinement of IJHSI have been provided. 85%	100%
	Special Services and State Affairs	The Service Delivery System to identify, assess and place students needing specialized educational programs and services has been implemented and monitored annually. 60%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

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SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
A.5 Expanded staff development opportunities in effective Competency-Based Curriculum strategies for teachers and administrators;	Deputy Superintendent	Regular staff development activities conducted at retional, divisional and local school levels, including demonstrations, inter-visitations, departmental meetings, mini-courses, observations, and conferences. **75%**	85%
	Instruction	Meetings held by instructional supervisors with subject-area chairpersons or key staff from all schools on a monthly basis; CBC strategies shared with principals through the regional offices; monthly meetings held with department chairpersons in specific curriculum areas; and major expansion of CBC has increased opportunities for staff development at the secondary level with curriculum, entry tests and exit tests developed in additional areas. **90%**	100%
	Special Services and State Affairs	Staff Development was provided for teachers and administrators from the division/regions in implementation of curriculum guides and the services delivery model for SY 1983 through SY 1985. **100%**	100%
A.6 The completion of the second phase of the evaluation of the Competency-Based Curriculum and Student Progress Plan by the University of the District of Columbia and the National Institute of Education.	Superintendent	The needs identified during the first phase of UDC/NIE study were addressed in place of the second phase evaluation. **100%**	

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 1B: Under the direction and leadership of the Superintendent, and through the concerted efforts of all instructional personnel, increase student performance in reading, language arts, mathematics, science, social studies, and the arts.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
B. Improved student achievement on standardized tests and other indicators of academic performance.	Superintendent	Standardized test scores for the past three years, SY 1983-85, have been above the national norm in grades 3 and 6; with the exception of eighth grade mathematics, which is also above the national norm, test scores on the secondary level remain below the national norm, indicating the continuing need to improve the quality of instruction at the secondary level and to place greater stress on test-taking strategies. 50%	55%
	Deputy Superintendent	Student test scores on the CTBS total battery have improved between spring 1982 and spring 1985 from 3.8 to 4.0 in grade 3, from 6.4 to 7.2 in grade 6, from 8.3 to 9.3 in grade 9, and from 9.2 to 10.1 in grade 11; grades 3 and 6 are at or above the national norm, while grades 9 and 11 need to be brought up to the national norm. 50%	75%
	Instruction	Citywide test scores on CTBS have improved with elementary test scores above the national norms and secondary test scores showing a general increasing trend but lagging behind national norms; strategies implemented for improving secondary student achievement include PSAT/SAT classes, IJHSI/SSPP, test-taking skills seminars and increased graduation requirements. 60%	100%
	Special Services and State Affairs	In accordance with the new Board Rules regarding the awarding of diplomas and other exit documents to special education graduates, in spring 1985, 62 students received diplomas, 24 - Certificates of Attainment, and 71 - Certificates of Individualized Education Program Achievement. 60%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 1C: **Within the availability of resources, the Superintendent will ensure the provision of specialized instructional services for bilingual, gifted and talented, and special education students, and adults.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
C. Upgraded and expanded programs and services for specialized student populations.	Deputy Superintendent	Since July 1982, approximately 2600 new bilingual students have been enrolled full time; curriculum guidelines and related assessment instruments have been finalized, staff has been upgraded and expanded, including the placement of on-site coordinators to assist with local school problems, and $300,000 in additional federal grants has been obtained to provide teacher training. **53%**	60%
	Instruction	Gifted and Talented programs have been expanded to serve more identified gifted and talented students; programs are in place in 77 elementary and junior high schools. **50%**	100%
	Special Services and State Affairs	In SY 1982-83, the Local School Partnership Program was expanded to all regions, in December 1982, the Educational Services Center was officially opened at Logan School, the Resident Associate Program of the Smithsonian Institution offered 100 scholarships to adult students in SY 1983-84, and federal grants in SY 1984-85 provided for five projects: Early Childhood State Planning Grant, Project Remodel, Group Home Training for Community-Based Living, Project Moving Ahead, and Pre-School Incentive Project. **60%**	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 1D: Within available resources, the Superintendent will direct the development and application of technology to the solution of problems related to the improvement of classroom instruction and classroom management.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
D.1 Establishment of an Educational Technology Office;	Instruction	The Division of Educational Technology was established in 1983. 100%	100%
D.2 Implementation of a comprehensive systemwide Computer Literacy Program;	Instruction	Fifty (50) computer laboratories installed in Chapter 1 elementary schools in SY 1982-83; fifty-three (53) labs installed for grades 7, 8 and 9 in SY 1983-84; sixty-five (65) labs installed in SY 1984-85; twelve (12) labs installed in senior high schools in SY 1984-85; IBM Writing-to-Read labs installed in fifteen (15) elementary schools; and, four-thousand (4000) instructional personnel trained. 67%	100%
D.3 Utilization of computers and other technologies to facilitate classroom instruction and classroom management;	Deputy Superintendent	Labs being utilized in schools; support and monitoring done by regional offices; and teachers and administrators participating in computer literacy courses. 65%	95%
	Instruction	Catalogue of approved instructional software for use in local school prepared annually, and students are using labs for computer literacy, problem-solving, educational gaming, and analytical/critical thinking. AIMS program expanded from nine (9) pilot schools to all elementary schools, and a process for courseware evaluation established; first report was completed in 1983. 65%	80%
D.4 Planning for future uses of state-of-the-art technologies, i.e., interactive cable television, videodisc, electronic mailbox, teleconferencing, etc.	Instruction	AKU Band down receiver installed as part of network for instructional TV, ITFS pilot project underway, cable television position paper prepared, installation of Digital Pro 350's completed in all schools and offices, and initial electronic mail established in schools, offices, divisions and regions. 40%	65%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 1E: Utilizing feedback on the current grade organizational structure, building base data and trends operational analysis, the Superintendent will direct a study of the school system's grade organization and the development of appropriate recommendations.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
E. Documented evidence of school organizational plan developed as a result of school data analysis and recommendations.	Superintendent	Review of the literature on school organization plans, a synthesis of recommendations from various offices, and a survey of 1984 graduates have been completed; high school profiles have not yet been developed. 75%	85%
	Deputy Superintendent	Senior High School graduates survey conducted for class of 1984; school profiles to be developed for all levels of schools. 50%	100%
	Instruction	Survey of research and consolidation of office recommendations completed. 100%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 1F: Through established partnerships with the private sector, designed to complement existing academic programs, the Superintendent will improve educational and career options for secondary school students.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
F. Established public/private partnerships, programs in communications, computer science, engineering, business/finance, hospitality and health careers.	Superintendent	Schools-within-schools career programs have been established within the framework of public school/private sector partnerships; five programs initially proposed have been completed, and government agencies have established partnerships in one-on-one arrangements with individual schools; in addition, city agencies have also indicated they wish to form partnerships within the school system. 100%	100%
	Deputy Superintendent	Public/Private Partnerships implemented in schools; recruitment being intensified to encompass additional schools. 65%	75%
	Instruction	Five (5) programs originally planned have been established: Engineering, Communications, Health Professions, Business and Finance, and Hotel Management and Culinary Arts; one additional program in International Studies to be established. 100%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 16: Based upon the overall goals and objectives of career development, and the completion of the modernization of Career Development Centers, the Superintendent will direct the transition from traditional vocational programs and facilities to a comprehensive career development program.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
G.1 The development and implementation of a transition plan for a comprehensive career development program;	Deputy Superintendent	Transition Plan developed and implemented; career development programs in effect at each center. 100%	100%
	Instruction	Curriculum materials were developed by Curriculum Development Unit for Career Centers as appropriate; where combined academic and career programs exist, subject area teachers received staff development and instructional support, and used prescribed curriculum materials in areas taught; technical assistance was provided as needed. Materials, instructional support, and staff development are approximately three-fifths completed. 60%	100%
G.2 An established comprehensive career development program;	Deputy Superintendent	In addition to implementation of the transition plan, career development programs established at Friendship Educational Center, and Shared Time and Prime Partners established for SY 1985-86. 95%	100%
G.3 Availability of a wider range of career programs in modernized facilities.	Deputy Superintendent	Career development programs expanded to include apprenticeship preparation, and asphalt/paving job training programs. 65%	85%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 1H: Considering the need for effective supervision, the Superintendent will strengthen instructional supervision.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
H.1 The improvement in the quality of instructional supervision;	Deputy Superintendent	Improved teaching as evidenced by observations and student achievement; increased efficiency in scheduling supervisory support as evidenced by records of support. 75%	80%
	Instruction	Comprehensive Model for Instructional Supervision was developed describing components of supervisory support each office, region and division will deliver. 60%	100%
	Special Services and State Affairs	Training provided SY 1983-84 in Improving School Climate to 165 principals, Improving the Quality of Teaching and Learning Through the Principal's Supervision of Instruction, the Student Progress Plan, and the Teacher Appraisal Workshop for Principals; and Project LEADER for four new community school administrators. 60%	100%
H.2 The implementation of practices that provide for maximum effectiveness in the utilization of supervisory services.	Instruction	Instructional Services Center, regions, Chapter 1 and Staff Development have provided training in Academic Learning Time to 131 teachers and 20 administrators/supervisors in 51 schools, Resident Supervisory Support to 116 persons, and other programs which improve the quality of supervisory services. 60%	100%
	Special Services and State Affiars	In SY 1982-85 annual plans for strengthening instructional supervision were developed, implemented, monitored and evaluated; and administrative weekly staff meetings were conducted to ensure that attention would be given to implementation problems, corrective actions, or other needed adjustments. 60%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 2A: In recognition of the importance of support services to the effective functioning of schools, the Superintendent will increase the efficiency of various administrative systems such as procurement, financial reporting, federal programs; and, initiate new efforts to increase energy conservation, reduce paperwork, and improve professional development opportunities.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
A.1 Timely payments to vendors and internal audit verifications of established appropriated, non-appropriated, and local school funds;	Management Services	Establishment of Delivery Control Unit, issuance of monthly reports to all managers, turn-around for payment limited to 30 days, and timely follow-up on outstanding purchase orders completed 100%; reduction in log time in mailing out purchase orders and floaters completed 50%. **90%**	100%
A.2 Refined procurement process supported by current state-of-the-art automated support systems and prompt delivery of goods and services;	Management Services	Review of all policies, update of procedures, refinement of document flow process, review and modification of functional requirements, functional interviews, determination of level of effort and audit details, analysis of design and clarity of data elements, and review and confirmation of data base requirements completed 100%; acceptance of prototype design, preparation of training prospectus, training, use of prototype system on a pilot basis, and determination of implementation phase to be completed. **70%**	80%
	Special Services and State Affairs	Grants Administration established processes and procedures for receipt of federal RFP's, technical review and sign-off by appropriate personnel; provided staff development programs in grantsmanship and proposal development; and monitored federal grants expenditures to ensure compliance with federal requirements as evidenced by financial reports. **60%**	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 2A: In recognition of the importance of support services to the effective functioning of schools, the Superintendent will increase the efficiency of various administrative systems such as procurement, financial reporting, federal programs; and, initiate new efforts to increase energy conservation, reduce paperwork, and improve professional development opportunities.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
A.3 Reduced operational costs based upon energy conservation;	Management Services	Overtime requirements in 35 schools reduced, kilowatt demand in 35 schools reduced, pilot energy control program implemented in 5 schools, retrofit radiators with traps and valves installed in 85 schools, boiler water treatment program implemented in 97 schools, turbulators installed in 4 schools, and energy display signs posted in 100 facilities -- all completed 100%; reduction in third class engineers in 35 schools, changing to fluorescent lighting in 8 schools, and computerized energy management system in 50 schools to be completed. 45%	55%
A.4 Increased in-service training opportunities for support services personnel;	Instruction	Implementation plans initiated for providing training to support services personnel. 30%	85%
	Management Services	Process for offering training to support personnel reviewed, system to publicize available training developed, personnel assigned to expedite requests, and request for funding to be placed in each division completed; Employee Handbook and in-house training to be completed. 60%	95%
A.5 Reduction of paperwork through the development and implementation of a coordinated, streamlined, uniform reporting system.	Management Services	Standard for Acquisition of Information Services, DCPS MAPPER System Standards and Guidelines, capability of offices to use MAPPER, automated Comprehensive Education Plan update and monitoring system, and establishment of Data Processing Steering Committee completed; Electronic Mail piloted with the implementation about 50% completed. 89%	95%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 2B: Using available resources, the Superintendent will plan, develop and implement a system for the management of DCPS data and information.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
B.1 A comprehensive plan for the collection, processing and management of data;	Management Services	Survey of data management needs and processes completed in SY 1984; review and evaluation of previous year's plan adjustments for MIS support completed by SY 1985. 80%	95%
B.2 Implementation of a Management Information System.	Management Services	MIS subsystems, schedules and priorities completed; REMCIS position control and authorization (other than personnel services), and staff personnel and employee inventory completed; REMCIS attendance and payroll processing to be completed; SUMS student registration completed while SUMS student assessment remains to be completed; ALMS inventory accounting, work order processing, vehicle maintenance system and bidders list applications completed, and ALMS pilot supply management application to be completed; enhanced associated resources to be completed. 50%	75%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 2C: In accordance with the guidelines of the Board of Education, the Superintendent will administer current labor-management agreements and direct the negotiation of their renewal.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
C.1 Maintenance of good labor-management relations;	Superintendent	Objectives related to maintenance of good labor-management relations are ongoing; all objectives being achieved on-schedule. 60%	100%
C.2 Completion of negotiations of expired labor-management contracts.	Superintendent	Six labor agreements [Washington Teachers Union (2), Council of School Officers (1), and Council 20 AFSCME (3)] being negotiated; fourteen (14) of twenty-two (22) objectives completed. 64%	84%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 2D: Under the direction and leadership of the Superintendent, management analysis services will be provided to offices, divisions, and regions, to increase the efficiency and effectiveness of selected programs and operations.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
D.1 Development of management analysis reports on various programs and operations;	Management Services	The management report on the Division of Quality Assurance has been completed, and efforts are underway to implement the recommendations; a financial audit of the school system has been completed, as well as audits of the food services program and private day care operations. 60%	100%
D.2 Implementation of approved recommendations;	Superintendent	Recommendations contained in the operations audit for the Division of Quality Assurance are being implemented; the total set of recommendations will require 3 years to complete. A functional realignment of the division's activities is in progress; those functions which are not part of the Division's mission are being transferred to more closely related organizational units. 40%	95%
D.3 Increased efficiency and effectiveness of selected programs and operations.	Superintendent	The projects undertaken in the Division of Quality Assurance and Management Planning use a matrix format. Senior staff assigned to projects are responsible for the development of plans, budgets, and resource requirements to complete the assignments through the establishment of ad-hoc teams. Generally, the outcomes or products contain the contributions of appropriate staff who participate on several projects, providing their input when needed. 20%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 2E: Within available resources, the Superintendent will improve the maintenance of school properties through increasing the efficiency of maintenance and repair operations.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
E.1 Documented evidence of reductions in contract support for maintenance and repairs;	Management Services	Review of contracts to determine which can be made by the school system completed annually; increase in the number of repair teams in Regions A, B, C and D; annual summary of all maintenance training requirements, and improvement of training completed 100%. Increase in the number of craftsmen in repairs and improvements, and thorough review, evaluation and improvement of preventive maintenance remain to be completed. 60%	75%
E.2 Reduction in requests from Buildings and Grounds supervisors.	Management Services	Frequently used materials and supplies provided through regions, increase in repairs and maintenance skills of building staffs, and quick repairs to discourage vandalism completed 100%; upgrading standards for Buildings and Grounds supervisors, and improvement of inspections and preventive maintenance to be completed. 60%	75%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 2F: Recognizing the necessity for an environment conducive to learning, and within available resources, the Superintendent will upgrade the provisions for safety and security.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
F.1 A comprehensive analysis of safety and security procedures;	Deputy Superintendent	Comprehensive review of safety and security detailed in report to the Superintendent: Analysis of Security Operations, Volume 1, Final Report, November 1983; analysis of administrative directives currently under study. 100%	100%
F.2 Significant reduction in incident reports.	Deputy Superintendent	Fewer incidents; 16 additional security aides; schools' safety committees actions have improved security in schools. 65%	90%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 26: Taking into account changes required by the advent of new technologies, methodologies, and limited financial resources, the Superintendent will examine the organizational structure of the central administration and modify, realign and/or reorganize as required.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
G. Modified, realigned and/or reorganized organizational structure.	Superintendent	Organizational structure of central administration examined and reorganized as needed. 60%	70%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 3A: Using available staff and resources, the Superintendent will design and implement a comprehensive multi-year plan for SY 1983-87 (including a facilities plan) from which a one year Comprehensive Education Plan for SY 1983-84 will be extracted.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
A.1 Completion of Multi-Year Comprehensive Education Plan for SY 1983-87;	Instruction	Multi-Year Comprehensive Education Plan, SY 1983-87 completed. 100%	100%
	Special Services and State Affairs	A comprehensive three-year program plan for the education of the handicapped was prepared and submitted to the U.S. Department of Education as the District of Columbia's State Plan under Part B of the Education of the Handicapped Act (P.L. 94-142) as amended. 100%	100%
A.2 Completion of Comprehensive Education Plan for SY 1983-84;	Instruction	Comprehensive Education Plans for SY 1984, 1985 and 1986 have been completed. 100%	100%
A.3 Updated multi-year plan through the development of annual plans.	Superintendent	Four years of the school system's five-year plan have been done, each year demonstrating greater receptivity and commitment to the efficacy of long range planning. 80%	100%
	Deputy Superintendent	Multi-Year Plan updated annually by the Office of the Deputy Superintendent. 80%	100%
	Instruction	Four years of Multi-Year Plan completed, updated annually and disseminated in August 1983, 1984 and 1985. 80%	100%
	Management Services	Education Plan completed for SY 1983 through SY 1986; plan updated quarterly in SY 1985. 80%	100%
	Special Services and State Affairs	Annual Plans were developed using the Multi-Year Comprehensive Education Plan as a guide for SY 1983 through SY 1986. 80%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 38: Using available staff and resources, the Superintendent will design and establish public/private partnerships.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
B.1 Conceptual designs for specific public/private partnerships;	Deputy Superintendent	Public/Private Partnerships are established in five high schools; International Studies being established. 83%	100%
	Instruction	All Public/Private Partnerships as envisioned have been designed: Business and Finance, Communications, Health Professions, Hospitality and Culinary Arts, and Engineering; one additional program in International Studies to be established. 83%	100%
B.2 Negotiated public/private agreements.	Superintendent	The originally proposed public/private partnership schools have been operationalized, and variations on the partnership concept have been beneficial to the schools, especially those linked to federal agencies in one-on-one relationships; contacts with prospective private sector firms, city and federal agencies, foundations, colleges and universities are both frequent and productive. 80%	100%
	Instruction	Negotiations are on-going to facilitate program support and expansion. 80%	95%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 3C: In accordance with the Rules of the Board of Education, the Superintendent will develop annual budget plans for the multi-year planning period, SY 1983-87.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
C. Annual budget plans for the multi-year planning period, SY 1983-87.	Superintendent	Formulation of five-year Budget Plan was developed and implemented by the Budget Division; revisions in FY 1984, FY 1985 and FY 1986 have been made to accommodate City Council suggestions. 80%	85%
	Deputy Superintendent	Four out of five years of the annual budget plans completed. 80%	85%
	Instruction	Identification of new and continuing operations/services were completed annually; personnel and other resource needs were projected in determining budget requirements; budget justifications to budget questions were developed; preparation of the budget for FY 1987, the last year of the Five Year Plan, will begin fall 1985. 80%	100%
	Management Services	Development of annual Budget Preparation Plan, SY 1983-87, with approval, implementation, and submission of the Board's recommended budget to the City Council, 75% completed; revision to reflect City Council requested funding completed FY 1984 and FY 1985, 69% completed for FY 1986. 74%	100%
	Special Services and State Affairs	Annual budgets have been developed for all organizational units under this office for SY 1983 through SY 1985. 80%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 4A: Utilizing available staff and resources, the Superintendent will identify research issues and direct the design and implementation of educational research projects which support the priority areas of the school system.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
A.1 Established research projects in identified priority areas;	Superintendent	The development of a research agenda is underway; research areas are being identified and questions developed to determine the magnitude of effort required. The agenda covers several years and will contain both short-term and long-term items. An annual set of priorities must be developed and adopted. During the third quarter of each fiscal year the research agenda will be revised. 20%	100%
A.2 Reported results of research projects.	Superintendent	Research reports, including findings and recommendations, are continually submitted to program managers and operators to provide support and direction for decision-making. The reports are assessed to determine the best presentation formats and methods for ensuring the delivery of useful and timely information. 60%	100%

STATUS OF ACHIEVEMENT OF THE
SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 4B: Using available staff and resources, the Superintendent will design and implement an accountability system which provides for a more objective and effective evaluation of personnel and programs.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
B.1 An operationalized accountability system;	Management Services	Accountability for school system staff has been effectively operationalized through the revisions of the Performance Evaluation of School Officer Personnel and the Teacher Appraisal Process. 60%	100%
B.2 Evaluation reports on educational programs.	Superintendent	Evaluation reports for federally funded programs are completed annually. The form and content of these reports are constantly being refined to be useable by program managers. In addition, longitudinal evaluations are planned to determine program effectiveness over time. As common data bases are available, cross referencing and more complex aspects of programs can be evaluated. These evaluations will begin to isolate or pinpoint specific variables that are factors in either the success or failure of a program. 30%	75%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 4C: In accordance with the Rules of the Board of Education, and the ongoing assessment and evaluation of the instructional program and student achievement, the Superintendent will establish and implement an approved citywide testing program.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
C. Implementation of the approved Citywide Assessment Program and the reporting of assessment data in accordance with the Rules of the Board of Education.	Superintendent	The Rules of the Board of Education concerning citywide testing have been submitted and adopted, and Directives containing the administrative procedures to implement the policy have been prepared. Upon adoption of these procedures, copies will be transmitted to all affected offices. The testing program for SY 1984-85 has been completed. 60%	100%
	Deputy Superintendent	Citywide assessment program implemented in local schools for SY 1983-85. 60%	60%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 40: **Utilizing available resources, the Superintendent will survey the state-of-the-art in educational technology in support of the improvement of student achievement, classroom instruction and management.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
D. Research reports on application of educational technology in improving student achievement, classroom instruction and management.	Superintendent	Research on the application of educational technology to improve student achievement, classroom instruction and management is underway. A portion of the research is being done by an outside consultant, related to the Chapter 1 program. One segment of the study compares student gains made through CAI to classroom instruction supplemented with teacher aides. **50%**	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 5A: In accordance with federal, state, and local regulations, the Superintendent will administer state level block grant programs and monitor the distribution of funds and operation of programs by local education agencies.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
A.1 Effective utilization of block grant funds to complement regular appropriated funds for education;	Superintendent	Through more efficient program management and efficient processing of federal grant funds, services from federal grant programs in support of the regular school programs continue to be improved. 60%	100%
	Instruction	The District Facilitator Project sponsored training involving 72 administrators and 572 teachers affecting 22,989 students in local schools for NDN programs between October 1982 and March 1985; Embassy Adoption Program involved participation of 43 elementary schools and 43 embassies to supplement the standard social studies curriculum serving 3,600 students. 60%	100%
	Management Services	Separate agency reporting categories for each grant fund were developed and maintained in both internal and external budget files. Consequently, all budget allocations and changes are controlled by referencing the agency reporting category. 100%	100%
A.2 Reports and recommendations on waste, fraud and abuse.	Management Services	Individual and group sessions are provided during the year to facilitate, prevent, and resolve problems encountered by grant managers. 60%	100%
	Special Services and State Affairs	The administration of both LEA and SEA programs funded under block grants continues to be refined based on program monitoring and evaluation findings; evaluation reports and recommendations are made to ensure compliance with federal regulations and requirements. 60%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 5B: **Under the direction and leadership of the Superintendent, DCPS will explore the feasibility of establishing public/private partnerships for potential involvement in designing and implementing educational programs.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
B.1 Exploratory meetings/conferences with private sector representatives;	Instruction	Exploratory meetings/conferences completed for the five Public/Private Partnerships and the International Studies Program. 100%	100%
B.2 Informal commitments for public/private partnerships.	Superintendent	Five public/private partnerships have been successfully launched according to plan, and the International Studies Program will be implemented in fall 1985 at Wilson Senior High School. 83%	100%
	Instruction	Informal commitments completed for Public/Private Partnerships except for the International Studies Program. 83%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 5C: **Recognizing the need to upgrade skills, and within available resources, the Superintendent will provide in-service training opportunities for instructional, administrative, and support staff.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
C. Provision of in-service training opportunities for school system personnel.	Instruction	Staff development needs addressed in the following critical areas: -- Teacher training in mandated courses/programs for recertification; -- Provision of in-service courses for recertification; -- Coordination with Project in Education to provide graduate credit for in-service courses; -- Training of support personnel including paraprofessionals; and -- Training of Trainers Program. 70%	96%
	Management Services	Completion of review process for offering training; development of a process to publicize training; assignment of personnel to expedite requests; and request for funding to be placed in each division. Employee handbook and in-house training capability to be completed. 60%	100%
	Special Services and State Affairs	While the Department of Staff Development was in the Office of Special Services and State Affairs, SY 1982-83 and SY 1983-84, it provided professional development and training opportunities for 4,136 administrative, instructional and support personnel. In addition, 67 School Incentive Staff Development Awards disseminated successful activities. The Council on Staff Development sponsored the Annual Spring Conference, attended by 250 educators, and provided workshops to 15 junior high schools, 33 elementary schools, 5 senior high schools, and 6 parochial schools. The D.C. Teachers' Center provided training for 1,705 teachers and 50 administrators. 100%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 5D: **Under the leadership and direction of the Superintendent, and through the concerted efforts of offices, divisions, and regions, prepare and submit to the Board of Education a zero-base budget for SY 1984 and annual budgets for the multi-year period, SY 1983-87.**

	SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
D.	Approved zero-base budget for SY 1984 and annual budgets for SY 1983-87.	Management Services	Recommendations developed, and approval secured for zero-base budgeting concepts to be employed in preparing the annual budgets. **60%**	**100%**

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 5E: **Recognizing the necessity for coordination and cooperation between publicy-supported educational institutions in the District of Columbia, the Superintendent will further develop the partnership between the University of the District of Columbia and the public school system.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
E. Expanded coordination and cooperation with the University of the District of Columbia.	Superintendent	Ways and means to broaden cooperative arrangements with UDC continue to be explored, as evidenced by minutes and agreements with the University. At least five projects are in progress or have been completed with UDC, including Project YES, the Saturday Academy, and the Gifted and Talented Program. 60%	70%
	Deputy Superintendent	Meeting agenda and agreements with the University of the District of Columbia on file. 65%	65%
	Instruction	Gifted and Talented Program, Saturday Academy, Project YES and staff development activities ongoing; evaluation study completed and recommendations implemented; a plan to expand coordination and cooperation needs to be developed. 50%	80%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 5F: **In recognition of the primary importance of personnel to the effective functioning of the schools, the Superintendent will maximize the use of personnel through improved supervision, effective personnel procedures, and increased opportunities for staff development.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
F.1 Documented evidence of review of current supervisory and personnel procedures;	Deputy Superintendent	School evaluation process developed based on the Middle States Evaluation for grades Pre-K through 12; process under review for implementation in pilot in September 1985. **80%**	80%
	Instruction	Accomplishments in their major areas of responsibility by Instructional Services Center, Chapter 1, Special Education, Regions A, B, C and D, Career and Adult Education and Staff Development as identified in the Comprehensive Model for Instructional Supervision, and accounted for in the Report of the Instructional Supervisory Council, March 1984. **60%**	100%
	Management Services	Development of a system to review all personnel procedures completed; systematic review and writing of additional procedures to be completed. **60%**	90%
F.2 Recommendations for revising and strengthening supervisory procedures;	Deputy Superintendent	Recommendations contained in the Comprehensive Model for Instructional Supervision continue to be implemented, with the process reviewed and strengthened in the monthly meetings of the Instructional Supervisory Council. **60%**	60%
	Instruction	Recommendations outlined in the Comprehensive Model for Instructional Supervision (1982). **100%**	100%
	Management Services	Review of all personnel procedures completed; refinement including writing of additional procedures to be completed. **50%**	90%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 5F: **In recognition of the primary importance of personnel to the effective functioning of the schools, the Superintendent will maximize the use of personnel through improved supervision, effective personnel procedures, and increased opportunities for staff development.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
F.3 Implementation of improved personnel and supervisory procedures.	Superintendent	A system for reviewing personnel procedures has been completed; additional procedures are currently being written. Supervisory procedures set forth in the Comprehensive Model for Instructional Supervision are being employed by subject area supervisors, as documented by the Instructional Supervisory Council. **60%**	100%
	Deputy Superintendent	Utilizing guidelines from the Division of Human Resource Management, a new evaluation process for principals was completed, and approved by the Board on June 20, 1984. **100%**	100%
	Instruction	Implementation documented in semester summaries of the Instructional Supervisory Council. **60%**	100%
	Management Services	Implementation of improved personnel procedures completed; a management team to be organized to review present practices. **50%**	100%
	Special Services and State Affairs	In compliance with the Board's Rules, 4,792 teachers and officers have been served in the certification process, and 3,894 recertified, totalling 8,686 persons. **80%**	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 6A: The Superintendent will keep the Board of Education and various DCPS constituencies informed on the issues, needs and operations of the District of Columbia Public Schools.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
A. The timely submission of Board reports, memoranda, bulletins, news releases, general publications, and regular schedule of Board-Superintendent conferences, and community meetings.	Superintendent	Board reports, memoranda, bulletins, news releases and general publications submitted in a timely fashion; administrative personnel required to attend Board meetings as appropriate. 60%	95%
	Deputy Superintendent	Regional Assistant Superintendents and school personnel participated in community meetings on a regular basis; schools established networks of communications for parents via newsletters, letters, conferences, etc. 60%	85%
	Instruction	Administrative personnel attended Board meetings as appropriate, and submitted reports, information bulletins, publications, and memoranda in a timely manner for the first 3 years of the 5 year plan. 60%	100%
	Management Services	Board reports, memoranda, bulletins, news releases and general publications submitted in a timely fashion; administrators required to attend Board meetings as appropriate. 60%	100%
	Special Services and State Affairs	All division/department/branch heads or representatives have attended all appropriate Board of Education meetings and provided the appropriate information. 60%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 6C: **The Superintendent will increase opportunities for community participation in the educational process.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
B. The issuance of directives and memoranda directly related to Board policies, monitoring of implementation of Board policies, discussion of Board policies in staff meetings with citizens, and the dissemination of news releases and other informative documents and publications.	Superintendent	Superintendent's Directive Issuance System and/or memoranda direct administrative personnel to follow Board policies; Board policy statements circulated to all school personnel for SY 1983-85, the first 3 years of the 5 year plan. 60%	95%
	Deputy Superintendent	Directives and memoranda prepared and issued to regional personnel and other offices, as appropriate, concerning Board policies. 60%	80%
	Instruction	Handbook (SSPP) containing grading and promotion standards for secondary schools disseminated in September 1984, handbook showing list of required skills developed August 1984, disseminated and implemented September 1984 in grade 7; grade 8 completed in August 1985. Board policies shared with office personnel. 60%	100%
	Management Services	Superintendent's Directive Issuance System and/or memoranda direct administrative personnel to follow Board policies; Board policy statements circulated to division heads. 60%	100%
	Special Services and State Affairs	Reports of Board of Education committee meetings have been submitted to the Superintendent in a timely manner. Memoranda, bulletins, news releases and general publications have been submitted as required in SY 1983 through SY 1985. 60%	100%

STATUS OF ACHIEVEMENT OF THE SUPERINTENDENT'S 1983-87 GENERAL OBJECTIVES

Superintendent's General Objective (SGO) 6C: **The Superintendent will increase opportunities for community participation in the educational process.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION — SPRING 1985	% OF COMPLETION SPRING 1987
C. The expansion of formal and informal means for community participation in local, retional and central operations and programs.	Superintendent	The involvement of parent organizations, community groups, corporate firms, philanthropic institutions, trade associations, unions, colleges and local/federal governments has been encouraged by formal ongoing negotiations, contractual pacts, letters of agreement, endorsements, retreats, community meetings, responses to personal inquiries, and speaking engagements by the Superintendent and staff for SY 1983-85. **60%**	100%
	Deputy Superintendent	Regional community meetings conducted on a regular basis; safety and security meetings held monthly; joint Recreation and DCPS meetings convened, and Regional Assistant Superintendents selected with community participation. **60%**	85%
	Instruction	A Superintendent's retreat was held for Public/Private Partnerships, a summer internship experience provided for teachers and counselors; "Options in Education Expo" was held in spring 1985, and American Education Week was publicized each fall. **60%**	100%
	Management Services	National and local corporations, trade associations, and foundations have made substantial new investments in DCPS. **60%**	100%
	Special Services and State Affairs	Leadership has been provided for the 62nd International Annual Convention of the Council for Exceptional Children, the first annual State Special Education Conference, and the Calendar of Activities for Parents of Handicapped Students. The number of volunteers has been increased to 17,963, and direct assistance concerning appropriate services for handicapped children has been provided in response to 789 requests. **60%**	100%